DOCUMENT RESUME

ED 250 411 UD 023 862

AUTHOR Steinbrecher, Edwin E.; Neppl, Roger E.
TITLE Status of K-12 Public Education in Colorado, 1984.
INSTITUTION Colorado State Dept. of Education, Denver.
PUB DATE 84
NOTE 47p.
PUB TYPE Statistical Data (110) -- Reports - General (140)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Educational Finance; Educational Improvement; Educational Policy; Elementary Secondary Education; *Enrollment Trends; Public Schools; *School Demography; State Aid; State School District Relationship
IDENTIFIERS *Colorado

ABSTRACT

This report presents a systematic analysis of State and national data to document the current status of education in Colorado and to chart the progress made in the State. It is designed to respond to citizen interest in Colorado K-12 education. Data, compiled from numerous department, Federal, and other State sources, are presented in four sections: (I) educational achievement; (II) demographic and educational profile; (III) financing K-12 public education in Colorado; and (IV) educational developments and issues. While the content of Sections I through III is largely statistical, Section IV describes the State's Operation Renaissance, the formation and recommendations of task forces on school improvement, legislative issues, and education priorities for 1984-85. A contact organization is listed with each illustration to assist those readers who desire additional information. (KH)

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1984 STATUS OF K-12 PUBLIC EDUCATION IN COLORADO

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STATUS OF K-12 PUBLIC EDUCATION IN COLORADO
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- Reports on status of public K-12 education to the state board.
- Serves as a member of the Governor's Cabinet.

COLORADO DEPARTMENT OF EDUCATION

The Colorado Department of Education provides leadership through long-range planning and by providing professional guidance and technical assistance for the state's education system. The department staff provides consultative and advisory services to the state legislature, the governor, the staffs of local education agencies and to the public on all aspects of the state's public elementary and secondary programs.

STATUS REPORT
Prepared By
Office of Management Services
Edwin E. Steinbrecher,
Deputy Commissioner
Planning and Evaluation Unit
Roger E. Neppl, Director

FOREWORD

"Status of K-12 Public Education in Colorado" is an annual publication of the Department of Education which reports on various aspects of Colorado's educational system. Data presented throughout this report were compiled from numerous department, federal, and other state sources. A contact organization is listed with each illustration to assist those readers who desire additional information.

Facts concerning Colorado's educational system are provided for 181 Colorado school districts. Recently, the number of districts has been reduced to 180. Where possible, the information reflects this change.

This report presents a systematic analysis of state and national data to document the current status of education in Colorado and to chart the progress made in the state. The publication is designed to respond to citizen interest in Colorado K-12 education.

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SECTION I: EDUCATIONAL ACHIEVEMENTS

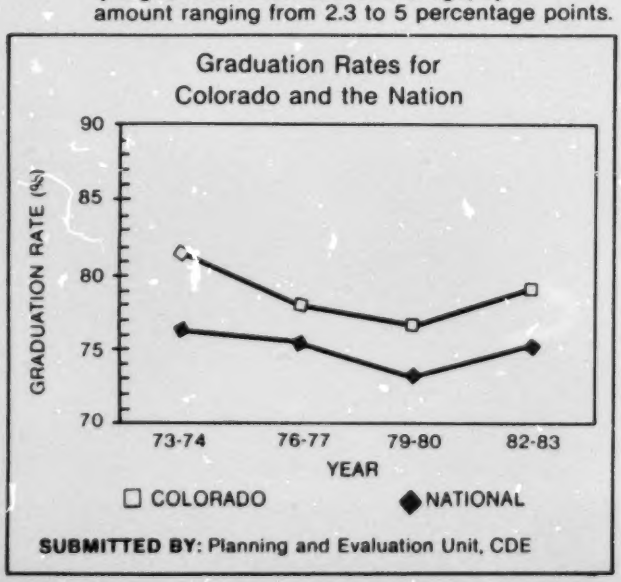
In accordance with provisions of the Colorado Constitution, local boards of education "shall have control of instruction in the public schools of their respective districts" (Article IX, Section 15). There is no statewide testing program. Colorado's educational achievements are reflected through a variety of indicators, including graduation rates, job placement of non-college bound students, and test scores from local districts' testing programs and college entrance examinations.

HIGH SCHOOL GRADUATION

GRADUATION RATES. In 1982-83, 34,875 Colorado seniors received their high school diplomas, reflecting a graduation rate of 79.2 percent. The graduation rate is the number of high school graduates measured against the ninth grade enrollment four years earlier. Within a state, the graduation rate does not take into account the number of students moving into or out of the state. The national graduation rate is unaffected by student mobility between states.

HIGHLIGHTS

- Colorado graduation rates showed a steady decline in the period from 1973-74 to 1979-80, but appear to be increasing, with 1982-83 rates being 2.6 percent higher than those obtained in 1979-80.
- National graduation rates showed a similar pattern of decline in the period from 1973-74 to 1979-80, followed by an increase in 1982-83.
- Over the ten-year period from 1973-74 to 1982-83, Colorado's graduation rates were consistently higher than the national average, by an amount ranging from 2.3 to 5 percentage points.



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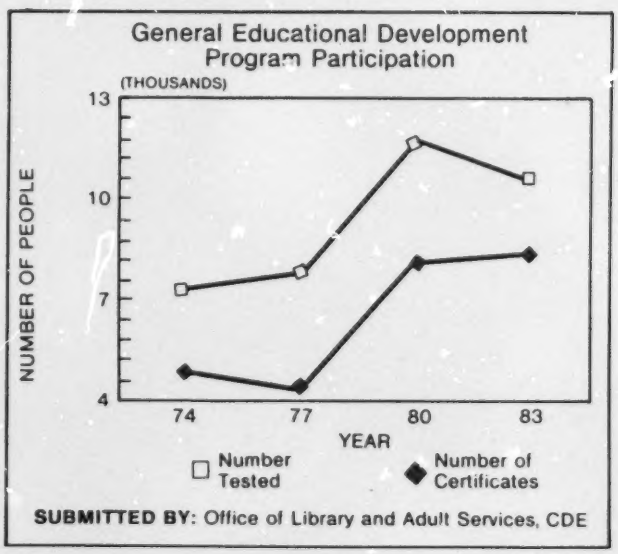
HIGH SCHOOL EQUIVALENCY CERTIFICATES. Coloradoans who have not completed a high school program are given an opportunity to earn a High School Equivalency Certificate through the Colorado Department of Education's General Educational Development (GED) testing program. The GED certificate is often accepted in place of a high school diploma and can be used to fulfill college entrance prerequisites and employment requirements in many cases. The GED exam consists of five components: writing, math, social studies, science and reading skills.

HIGHLIGHTS

- During 1983, 10,599 people were tested and 8,454 certificates were issued in Colorado. Nearly half (42 percent) of the test takers were in the age range from 17 to 19 years old.
- Over the past ten years, there has been a 44 percent increase in the number of people taking the test in Colorado. Nationally, the number of test takers has increased by 32 percent during the same period.
- The number of people passing the test and receiving certificates has also increased during the period from 1974 to 1983. In Colorado, there was an increase of 75 percent in the number of certificates issued; nationally there was an 80 percent increase.
- The percent of Colorado test takers who passed the GED and received certificates was higher than the national average. In 1983, 80 percent of those taking the test in Colorado received a certificate, compared to a national average of 67 percent.



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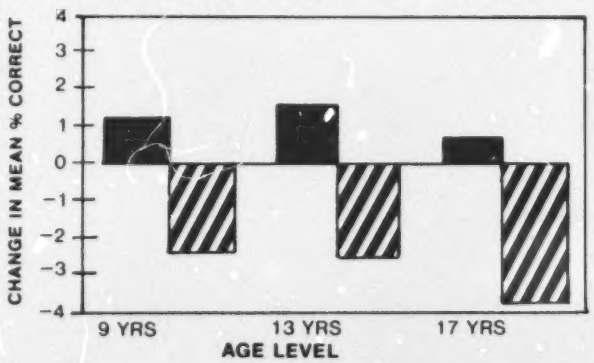
ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS

NATIONAL TRENDS IN ACHIEVEMENT SCORES. The National Assessment of Educational Progress (NAEP) assesses the performance of 9-, 13-, and 17-year-olds in reading, math, science and other areas on a regular basis (approximately every five years). In general, in the years from 1970 to 1982, NAEP findings have shown the following trends:

HIGHLIGHTS

- In reading and math, the performance of students at the elementary level has improved or remained stable, while the performance of high school students has declined. In science, performance has declined at all age levels.
- Performance in basic skills (such as simple subtraction) has remained stable or improved, but performance in problem solving skills (such as understanding math concepts) has declined.
- The performance of low-achieving students, especially at the younger ages, has improved while the performance of high achievers has either shown less improvement or declined. The performance of high achievers in science has declined dramatically.

NAEP Science Performance of High and Low Achievers Between 1973 and 1977.



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COLORADO TRENDS IN ACHIEVEMENT SCORES. Colorado school districts assess the achievement of their students using commercial standardized tests selected by each district. District-wide median scores are reported in both reading and mathematics. The median score is the middle score in the grade tested, with half of the students scoring higher and half lower. Scores are compared to a norm based on the performance of a national sample of students.

HIGHLIGHTS

- A total of 64 percent of the districts' standardized test results in 1982-83 showed median scores above national averages.
- Elementary school scores were the highest, with 68 percent of the scores above the national average. Fifty-nine percent (59%) of the junior high and secondary scores were above the national average.
- The results in reading were slightly higher than those in math, with 67 percent, as compared to 60 percent, of the scores reported above the national average.

SCHOOL DISTRICT STANDARDIZED TEST RESULTS

PERCENT OF DISTRICT REPORTS WITH MEDIAN SCORES ABOVE, AT, OR BELOW NATIONAL AVERAGES

	1979-80			1982-83		
	Above	At Norm	Below	Above	At Norm	Below
Math	52%	34%	14%	60%	29%	11%
Reading	60%	26%	14%	67%	23%	10%
Combined	56%	30%	14%	64%	26%	10%

SUBMITTED BY: Planning and Evaluation, CDE

FACTORS AFFECTING STUDENT ACHIEVEMENT. In a recent study, Richard Turner, Richard Kroc and John Hoover of the University of Colorado investigated the factors related to Colorado student achievement in reading and mathematics at the elementary and secondary level. The study was based on the scores of students in grades 5, 6, 11, and 12 in 102 Colorado districts over a period from 1979-80 to 1980-81.

The three factors that were most highly related to student achievement were the percent of teachers in the district with a master's degree, the percent of students in the district who were white, and the district enrollment.

HIGHLIGHTS

- As the percent of teachers with a master's degree increased, student achievement increased.
- As the percent of white students increased, student achievement increased.
- As district size increased, student achievement decreased at the elementary level, but there was little effect at the high school level.
- At the high school level only, achievement increased as pupil/teacher ratio and the percent of teacher turnover decreased.

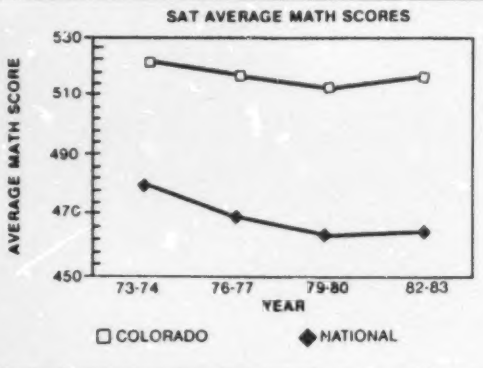
The student discontinuer rate in a district was not related to student achievement. The discontinuer rate is the percent of students who terminate their education prior to their normal graduation date. Discontinuer rates were higher in larger school districts and in districts with a higher percent of minority students.

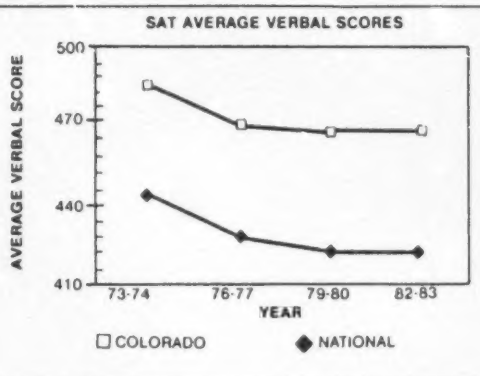
ACHIEVEMENT OF COLLEGE BOUND STUDENTS

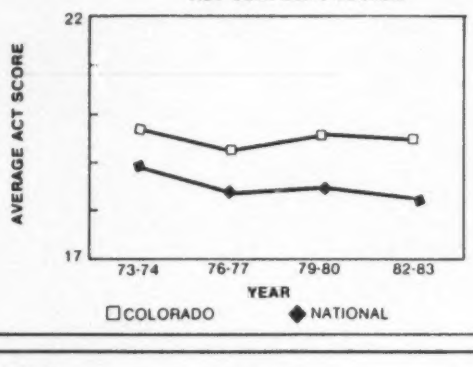
Colorado students scored above the national average in 1982-83 on the two tests most commonly used for college admission: the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). The SAT is scored on an 800 point scale and the ACT on a 36 point scale. Both the SAT and ACT measure those abilities most commonly needed for academic success in college. They do not measure high school achievement. About 17 percent (or 6,000) of Colorado's seniors took the SAT, and about 40 percent (or 15,000) took the ACT.

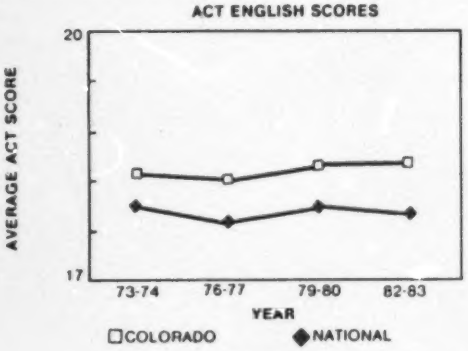
HIGHLIGHTS

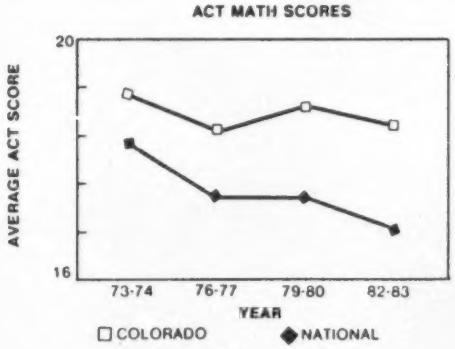
- In comparison to other students in the nation, Colorado students scored an average of 44 points higher on the verbal portion of the SAT, and 52 points higher on the math portion in 1982-83.
- Both Colorado and national verbal and math SAT scores showed a downward trend between 1973-74 and 1979-80 and have increased slightly since then.
- On the ACT, Colorado students scored an average of from .4 to 1.7 points higher than students across the nation in 1982-83. In math and social studies, both Colorado and the national average scores were lower than those obtained in 1973-74. In natural science, both Colorado and national scores were higher in 1982-83 than in 1973-74. In English, Colorado scores were slightly higher in 1982-83 than in 1973-74, while national scores were slightly lower.
- The difference between the average scores of Colorado students and the national average has increased during the period from 1973-74 to 1982-83 on both the verbal and math portions of the SAT and on all four subject area tests of the ACT.

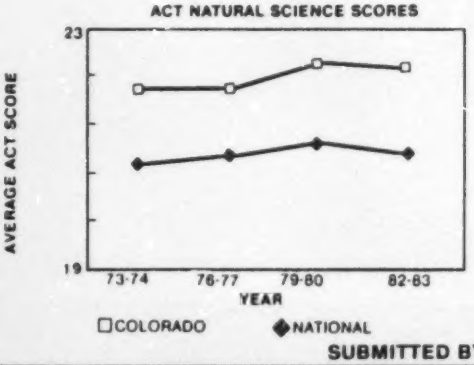


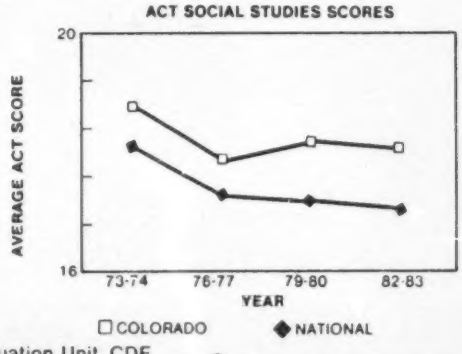












SUBMITTED BY: Planning and Evaluation Unit, CDE

VOCATIONAL CHOICES OF COLLEGE BOUND STUDENTS

The field of business was the most frequent vocational choice of both Colorado and national students who took the ACT in 1982-83. Other vocations frequently selected were the health professions, engineering and computer science. The vocational choices of Colorado and national students were similar, except that fewer Colorado students expressed a preference for a career in the health professions. The 1982-83 results were similar to those obtained in 1981-82. Over the last ten years, for both Colorado and the nation, there has been an increase of from 3 to 8 percent in the number of students choosing computer science engineering and business, a decrease of 6 percent in the number selecting education and a decrease of 2 to 4 percent in the number selecting the health professions.

1982-83 VOCATIONAL CHOICES OF STUDENTS TAKING THE ACT

FIELD	PERCENT OF STUDENTS COLORADO	NATIONAL
Business/Commerce	17%	18%
Health Professions	11%	17%
Engineering	11%	9%
Computer/Information Science	9%	10%
Social Sciences	8%	6%
Education	6%	6%
Fine/Applied Arts	6%	5%
Undecided	10%	10%
Other	22%	19%

SUBMITTED BY: Planning and Evaluation Unit, CDE

SUCCESS IN JOB PLACEMENT FOR STUDENTS WITH VOCATIONAL TRAINING

Approximately 40 percent, or 37,000, of Colorado's secondary students (grades 10-12) are enrolled in vocational education programs operated under the Colorado Vocational Act. Many of these men and women enter the job market immediately upon graduation from high school.

In 1982-83, for all students who completed vocational education programs:

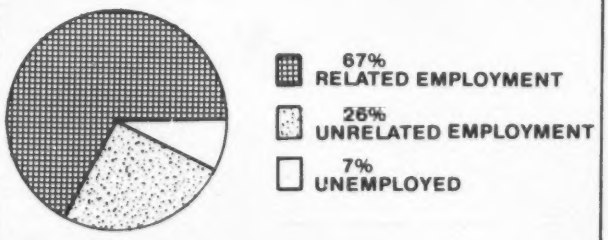
- Fifty-seven percent (57%), or 21,000, sought employment upon graduation;
- Thirty-eight percent (38%), or 14,000, continued their education; and
- Five percent (5%), or 2,000, made other plans.

Of those 21,000 graduates who actively sought employment:

- Sixty-seven percent (67%), or 14,000, obtained employment related to their training;
- Twenty-six percent (26%), or 5,500, obtained employment unrelated to their training; and
- Seven percent (7%), or 1,500, were unemployed.

Of those who completed vocational programs and sought employment, the unemployment rate was 7 percent, well below the general youth unemployment rate (ages 16-21) in Colorado, which was 15.3 percent in 1982, and which is estimated to be 17.3 percent in the period from July 1983 to June 1984.

PLACEMENT RATES FOR VOCATIONAL EDUCATION GRADUATES SEEKING EMPLOYMENT, 1982-83



SUBMITTED BY: Colorado State Board for Community Colleges and Occupational Education

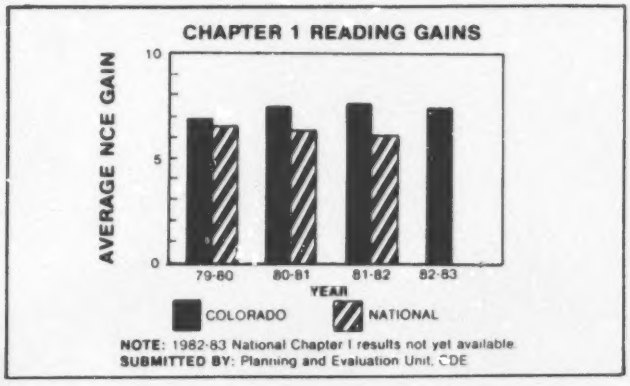
ACHIEVEMENT OF STUDENTS WITH SPECIAL NEEDS

STUDENTS WHO ARE EDUCATIONALLY DISADVANTAGED. Through Chapter 1 of the Education Consolidation and Improvement Act (ECIA), school districts provided supplementary educational services to approximately 34,000 students who needed additional assistance in reading, math, or language arts. Achievement gains resulting from Chapter 1 services are reported by a representative sample of one-third of Colorado Chapter 1 districts each year using a Normal Curve Equivalent (NCE) scale, whose scores range from 0 to 100. NCE scores allow the results of different tests to be combined on a common scale. Without the benefit of

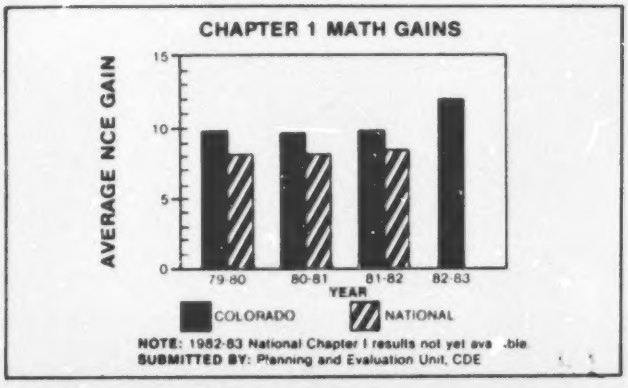
supplementary services, such as provided by Chapter 1, a student is expected to have zero NCE growth during the year, or to stay at the same percentile rank. Any increase in percentile rank or any NCE growth greater than zero is assumed to be the result of the extra services provided.

HIGHLIGHTS

- In 1982-83, Colorado Chapter 1 students in grades 2-12 gained an average of 7.5 NCEs in reading, increasing their scores from the 15th to the 26th percentile. In math, Colorado Chapter 1 participants gained an average of 11.9 NCEs, increasing their scores from the 17th to the 35th percentile.
- Chapter 1 reading gains for 1982-83 were higher than in 1979-80 and similar to those from the previous two years. The math gains increased somewhat (from 9.8 to 11.9 NCEs) over those obtained in 1979-80.
- The achievement gains of Colorado Chapter 1 students, for both reading and math, were consistently higher than the average gains for Chapter 1 students across the nation by an amount ranging from .3 to 1.6 NCEs.
- For both Colorado and national students, gain scores were higher in the elementary grades and lower in the upper grades.



NOTE: 1982-83 National Chapter I results not yet available.
SUBMITTED BY: Planning and Evaluation Unit, CDE

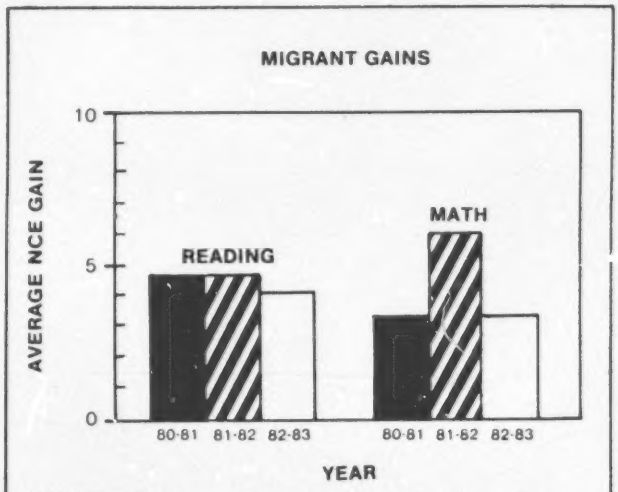


NOTE: 1982-83 National Chapter I results not yet available.
SUBMITTED BY: Planning and Evaluation Unit, CDE

STUDENTS WHO ARE CHILDREN OF MIGRATORY AGRICULTURAL WORKERS. Supplementary services for approximately 8,000 children of migratory agricultural workers were also provided by Chapter 1 of ECIA. Migrant students who were in the school district for the full year (called "settled out" migrants) were assessed through standardized achievement tests. About one-third of migrant program participants were assessed in this way. Migrant students who were not enrolled in a single district for an entire year were assessed on criterion-referenced tests administered by their local districts.

HIGHLIGHTS

- In 1982-83, Colorado migrant students gained an average of 4.2 NCEs in reading, and 3.4 NCEs in math. The reading gains in 1982-83 were slightly smaller than those obtained in the previous two years, although a larger percent of migrant students were included in the testing in 1982-83. Math gains were lower in 1982-83 than in the previous year, but were similar to those obtained in 1980-81.



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STUDENTS WITH LIMITED ENGLISH PROFICIENCY. Students whose dominant language is not English were provided supplementary services through the English Language Proficiency Act (ELPA). Approximately one-third, or 3,000, students were assessed through standardized achievement tests in reading and language arts. Another 4,000 were assessed using English Language Proficiency Tests administered locally. Test scores for the remaining 3,500 students were incomplete because the students left the district before the post-tests were given.

HIGHLIGHTS

- In 1982-83, ELPA students assessed using standardized tests showed an average gain of 4.1 NCEs, up slightly from the previous year. These results are similar to those obtained in two other states which have data on the gains of students with limited English proficiency.

READING AND LANGUAGE ARTS GAIN SCORES* OF ELPA PARTICIPANTS

Year	NCE Gain
1981-82	4.0
1982-83	4.1

*Reading and language arts combined.

SUBMITTED BY: Planning and Evaluation Unit, CDE

COLORADO SCHOOL FOR THE DEAF AND THE BLIND. The Colorado School for the Deaf and the Blind provides services which ensure education for students with visual and/or auditory handicaps. In 1984, 42 students received their high school diploma from the school, the largest graduating class in the 110-year history of the school. Graduates are attending many schools such as the University of Northern Colorado, Galludet College, National Technical Institute for the Deaf and the University of Colorado at Colorado Springs.

COLORADO SCHOOL FOR THE DEAF AND THE BLIND GRADUATES

	1979-80	1980-81	1981-82	1982-83	1983-84
Multi-Handicapped*					4
Blind	10	3	9	3	3
Deaf	15	8	8	17	35
Total	25	11	17	20	42

*New classification as of 1981.

SUBMITTED BY: Colorado School for the Deaf and the Blind, CDE

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

In addition to their academic program, many Colorado students participate in extra-curricular activities in a variety of areas. Over half, or 14,000, of the Colorado students who took the ACT in 1982-83 participated in varsity athletics, and over one-third, or 9,500, participated in campus or community service clubs. The percent of Colorado ACT students who participated in such activities was similar to the national averages for ACT test-takers.

EXTRA-CURRICULAR PARTICIPATION

ACTIVITY	PERCENT OF STUDENTS WHO PARTICIPATE: COLORADO	NATIONAL
Varsity Athletics	55%	50%
Special Interest (e.g., Ski Club)	48%	39%
Intramural Athletics	45%	41%
Campus/Community Service	36%	40%
Departmental Clubs	29%	33%
Religious Clubs	27%	27%
Instrumental Music	25%	25%
Student Government	24%	26%
Publications	24%	26%
Vocal Music	22%	23%

SUBMITTED BY: Planning and Evaluation Unit, CDE

INTERNATIONAL COMPARISONS IN EDUCATION

The National Commission on Excellence in Education, as well as other groups examining the quality of education in this country, expressed concern about educational standards and achievement levels in the United States in comparison to other countries. In comparison to the Soviet Union and Japan, for example, students in the United States spend fewer days per year in school and fewer hours per day. Colorado requirements for the length of the school day and year are similar to the U.S. average. In addition, high school students in the United States spend fewer years studying science and math than their counterparts in Japan, the Soviet Union and West Germany.

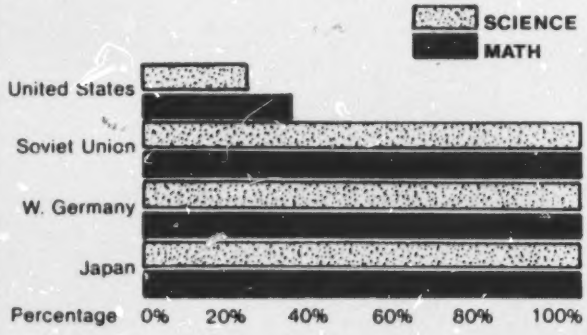
SCHOOL ATTENDANCE REQUIREMENTS (1983)

	LENGTH OF SCHOOL YEAR	LENGTH OF SCHOOL DAY
U.S.S.R.	204 Days	6-8 Hours
Japan	220 Days	6-8 Hours
United States	180 Days	5-6 Hours
Colorado	180 Days	5-6 Hours

SUBMITTED BY: Planning and Evaluation Unit, CDE

HIGH SCHOOL SCIENCE AND MATH

Percent of High School Students Taking Three Years of Science and Math



SUBMITTED BY: Planning and Evaluation Unit, CDE

Studies (conducted by the International Association for the Evaluation of Educational Achievement, between 1967 and 1973) of the achievement of secondary students in the United States compared with other industrialized nations indicate:

- The percent of the population's age group that was still enrolled full time in the final year of secondary school was substantially higher in the United States (75 percent) than in the other industrialized nations (range of 9 to 47 percent).
- In comparisons of the math and science achievement of the total secondary population, the United States ranked last of all of the countries.
- The top five percent of 17 year olds in all of the industrialized nations scored at approximately the same level; there were no significant differences among them.

SCIENCE AND MATH PERFORMANCE FOR TOTAL SECONDARY POPULATION OF FOUR INDUSTRIAL NATIONS

	PERCENT AGE GROUP IN FINAL YEAR	RANK AMONG NATIONS TESTED MATH*	SCIENCE**
United States	75%	12	14
France	29%	4	10
England	20%	2	5
West Germany	9%	7	2

*Results of 12 nation study, reported in 1967
**Results of 14 nation study, reported in 1973

SUBMITTED BY: Planning and Evaluation Unit, CDE

A study completed in 1984 by the University of Michigan compared the performance of 1,440 first- and fifth-grade students in the United States, Japan, and Taiwan in both reading and math.

HIGHLIGHTS

- The United States spent more class time on reading at both the first- and fifth-grade levels than did either Japan or Taiwan. In vocabulary, the United States' students were ahead of Japan at both grades. In reading comprehension, the United States was behind both Japan and Taiwan at the first grade. At grade 5, the United States and Japan were similar, and both were slightly behind Taiwan.
- The United States spent less class time in math than either Japan or Taiwan. United States' students also scored lower in math than Japan and Taiwan at both grade levels.
- The study also measured the amount of time students spent paying attention in class, rather than talking to their peers, asking questions unrelated to the lesson, wandering about the classroom or staring into space. The percent of time students paid attention in class was considerably lower in the United States than in Japan or Taiwan (45-46 percent compared to 64-77 percent).

READING AND MATH INDICATORS FOR THE UNITED STATES, JAPAN AND TAIWAN

	FIRST GRADE			FIFTH GRADE		
	U.S.	Japan	Taiwan	U.S.	Japan	Taiwan
% Class Time on Reading	50.6%	36.2%	44.7%	41.6%	24.0%	27.6%
Reading Comprehension	21.3	22.6	25.6	82.6	82.5	84.6
% Class Time on Math	13.8%	24.5%	16.5%	17.2%	23.4%	28.2%
Math Score	17.1	20.1	21.2	44.4	53.8	50.8
% Time Students Paid Attention	45.3%	66.2%	65.0%	46.5%	64.6%	77.7%

SUBMITTED BY: Planning and Evaluation Unit, CDE

SECTION II: DEMOGRAPHIC AND EDUCATIONAL PROFILE

COLORADO PROFILE:

DEMOGRAPHIC INFORMATION - Demographic statistics provide policy and decision makers with valuable insight into population characteristics and trends. This information is helpful in planning for the present and future educational needs of our citizens. In the adjacent chart, selected demographic statistics from the 1970 and 1980 census are displayed for Colorado and the nation. Some of the more significant items have been highlighted below.

FACTS

- The birth rate in Colorado has declined over the past 10 years from 18.8 to 17.2. This decline is not as great as the decline nationally of 18.4 to 16.2.
- From 1970 to 1980 Colorado's population grew almost three times faster than the nation. During this time the population in Colorado grew by 30.9 percent while the population in the U.S. grew by 11.4 percent. It is estimated that the population in Colorado will continue to grow during the 1980 s but at a slower rate because immigration into Colorado will not be as rapid as in the past.
- The ethnic composition of the population in Colorado differs from the nation in two significant ways, 1) the proportion of Hispanics in Colorado is almost double what it is for the nation, and 2) the percentage of Blacks in the nation is more than triple the percentage of Blacks in Colorado.
- The population in Colorado is slightly younger than the population of the nation as a whole. In Colorado the median age of the population for 1980 was 28.6 years; for the nation, it was 30 years.
- The age composition of Colorado and the nation has changed over the past 10 years. The percent of the population under 20 years has declined for Colorado and the nation from 39.2 percent to 32.0 percent and from 37.9 percent to 32.0 percent respectively. The percent of the population 20 years - 44 years has increased from 33.8 percent to 42.2 percent in Colorado and from 31.7 percent to 37.1 percent for the nation. There has been a decrease in the percent of 45-64 year olds in Colorado from 18.4 percent to 17.3 and in the nation from 20.5 percent to 19.6 percent. The portion of the population that is 65 years and older has remained constant in Colorado at 8.5 percent but has increased for the nation from 9.9 percent to 11.3 percent.
- In 1970 and 1980, Colorado had a larger percentage of women, 16 years and older, in the civilian labor force than the nation. Colorado has experienced an increase in the percentage of working women from 42.6 percent in 1970 to 55.2 percent in 1980. This is a greater increase than experienced by the nation where the percent of working women increased from 41.4 percent to 49.9 percent.
- Average housing values for Colorado and the nation were almost identical in 1970 at $17,400 and $17,100 respectively. However by 1980, average housing values in Colorado increased to $64,100, whereas, they only increased to $42,200 in the nation.

SELECTED DEMOGRAPHIC STATISTICS FOR COLORADO AND NATION

	1970		1980	
	Colorado	Nation	Colorado	Nation
Birth Rate	18.8	18.4	17.2	16.2
% Pop. Growth Over Ten Years	25.6	13.3	30.9	11.4
Total Population	2,207,259	203,211,926	2,889,964	226,545,805
% of Black Population	3.0	11.1	3.5	11.7
% of Hispanic Population	10.2	4.5	11.8	6.5
% of Asian/Pacific Islander Pop.	.5	1.2	1.0	1.6
% Amer. Indian/ Native Alaskan Pop.	3.7	.4	.8	.6
Median Age	26.2	27.9	28.6	30.0
% Under 20 Years	39.2	37.9	32.0	32.0
% 20-44 Years	33.8	31.7	42.2	37.1
% 45-64 Years	18.4	20.5	17.3	19.6
% 65 and Older	8.5	9.9	8.5	11.3
Median Years of School	12.4	12.1	12.8	12.5
Unemployment Rate	3.3	4.9	5.6	7.1
% of Women 16 yrs/Older in Labor Force	42.6	41.4	55.2	49.9
Median Household Income	$16,578*	$16,802*	$18,056**	$16,841**
Average Housing Values	$17,400	$17,100	$64,100	$42,200

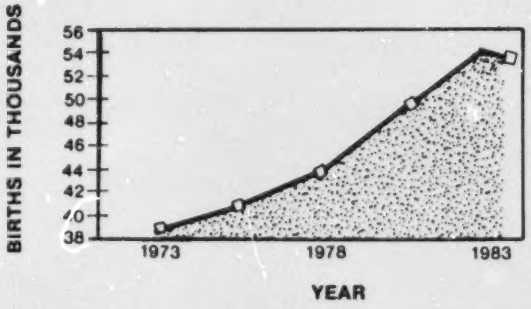
*1980 Data (adjusted to 1979 dollars)
**1979 Data

SUBMITTED BY: Planning and Evaluation Unit, CDE

COLORADO BIRTHS - The number of births in Colorado over the past 11 years has increased by 41.0 percent. It should be noted that this growth trend has not been constant over this time period. The greatest amount of growth occurred in the period from 1975-1982, when a 36.5 percent increase was recorded. In 1983, the total number of births declined slightly from 54,786 in 1982 to 54,290. Even considering this fact, the Colorado Department of Health estimates the number of births will continue to grow three to four percent a year over the next five years.

Although the actual number of births in Colorado has increased, the birth rate has declined. The number of births has increased because the population in Colorado has increased. However, birth rate is defined as the percent of women in the total population having children. This percent has declined.

COLORADO BIRTHS



SUBMITTED BY: Planning and Evaluation Unit, CDE

EDUCATIONAL ATTAINMENT - The educational attainment of Colorado's population is significantly higher than that of the nation. The percent of high school graduates in Colorado is 78.6 percent as compared to 66.5 percent for the nation. The percent of Colorado's population with four or more years of college is the highest in the nation at 23 percent. The national average is 16.2 percent.

When educational attainment is analyzed by ethnicity, figures for Colorado and the nation change significantly. The percent of high school graduates for every ethnic group in Colorado is higher than those on the national level.

The percent of high school graduates by ethnicity for Colorado and the nation is as follows:

FACTS

- White; 80.2 percent for Colorado and 68.8 percent for the nation.
- Black; 74.4 percent for Colorado and 51.2 percent for the nation.
- Hispanic; 48.6 percent for Colorado and 44.0 percent for the nation.
- Asian/Pacific Islander; 77.2 percent for Colorado and 74.8 percent for the nation.
- American Indian/Native Alaskan; 68.1 percent for Colorado and 55.5 percent for the nation.

In Colorado, the percent of the population with four or more years of college is higher in each ethnic group, with the exception of Hispanics and Asian/Pacific Islanders, than the nation. Comparisons for Colorado and the nation are as follows:

EDUCATIONAL ATTAINMENT BY ETHNICITY
25 YEARS AND OLDER IN 1980

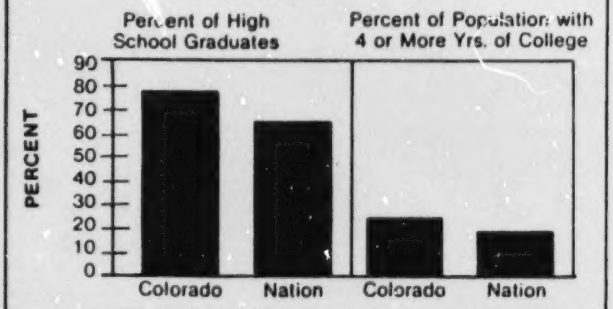
ETHNICITY	0-8 YEARS	9-11 YEARS	12 YEARS	COLLEGE 1-3 YEARS	COLLEGE 4 OR MORE YEARS	% OF HIGH SCHOOL GRADUATES
White						
Colorado	9.6%	10.2%	34.5%	21.3%	24.0%	80.2%
Nation	16.6	14.6	35.7	16.0	17.1	68.8
Black						
Colorado	10.1	15.4	34.5	25.9	13.8	74.4
Nation	27.0	21.8	29.3	13.5	8.4	51.2
Hispanic						
Colorado	31.1	20.3	28.8	10.9	6.9	48.6
Nation	40.1	15.9	24.4	12.0	7.6	44.0
Asian/Pacific Islander						
Colorado	13.7	9.1	31.1	18.2	27.9	77.2
Nation	18.4	8.8	24.7	17.2	32.9	74.8
Amer.Indian/Native Alaskan						
Colorado	15.5	16.4	32.0	24.8	11.5	68.1
Nation	25.0	19.5	31.3	16.6	7.7	55.5
Total						
Colorado	10.5	10.8	34.6	21.1	23.0	78.6
Nation	18.3	15.3	34.6	15.6	16.2	66.5

SUBMITTED BY: Planning and Evaluation Unit, CDE

FACTS

- White; 24.0 percent for Colorado and 17.1 percent for the nation.
- Black; 13.8 percent for Colorado and 8.4 percent for the nation.
- Hispanic; 6.9 percent for Colorado and 7.6 percent for the nation.
- Asian/Pacific Islander; 27.9 percent for Colorado and 32.9 percent for the nation.
- American Indian/Native Alaskan; 11.5 percent for Colorado and 7.7 percent for the nation.

EDUCATIONAL ATTAINMENT



SUBMITTED BY: Planning & Evaluation Unit, CDE

THE EDUCATIONAL SYSTEM

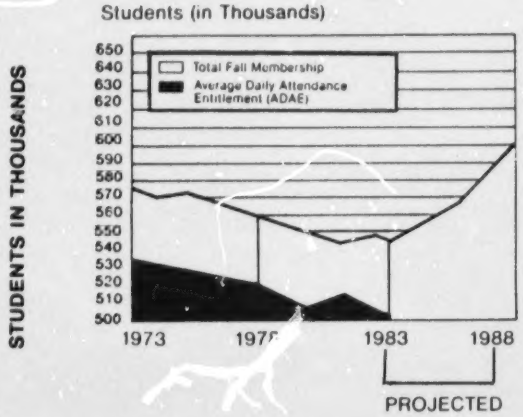
Public School Membership - In the fall of 1983, there were 542,196 students enrolled in the 1,286 public schools in Colorado.This represents a decrease of .6 percent when compared to the 1982 fall membership of 545,209.

The public school membership has declined by 5.4 percent since 1973. Although pupil membership in general has declined, the proportion of minority students has increased. In 1974, 19.2 percent of the pupil membership were minorities; by 1983, the proportion of minorities had grown to 22.2 percent.

The most recent data for the nation shows a similar trend in pupil membership and ethnic composition of the pupil population. From fall 1971 to fall 1981, pupil membership in the nation declined by 12.8 percent. However, the proportion of minority students has increased. In 1970, 20.7 percent of the pupil membership were minorities; by 1980, the proportion of minorities had grown to 26.8 percent.

Pupil memberships are projected to increase. Current projections indicate that by the fall of 1984 pupil memberships should rise approximately 1.2 percent. By fall 1988, a 9.1 percent increase over 1983 fall enrollment is anticipated.

FALL MEMBERSHIP



Fall Student Membership reflects a one day membership count taken early in the school year.

Membership is defined as the number of pupils belonging to a class or school. A pupil is a member of a class or school from the date the student presents himself/herself at school and is placed on the current roll until the individual permanently leaves the class or school for one of the causes recognized as sufficient by the school system.

Average Daily Attendance Entitlement (ADAE) is defined as the sum of the daily attendance for a period of time divided by the actual number of days of school taught during that period of time or 96% of the average daily membership during the 20-day counting period in October.

SUBMITTED BY: Planning and Evaluation Unit, CDE

FALL MEMBERSHIP BY ETHNICITY/RACE

Ethnicity	1974 Membership	1974 % of Membership	1979 Membership	1979 % of Membership	1983 Membership	1983 % of Membership
American Indian/ Alaskan Native	2,868	.5%	3,690	.7%	3,748	.7%
Asian American/ Pacific Islander	3,987	.7%	7,191	1.3%	10,347	1.9%
Black	22,198	3.9%	23,860	4.3%	24,839	4.6%
Hispanic	79,989	14.1%	81,354	14.8%	81,153	15.0%
White	459,020	80.8%	434,432	78.9%	422,139	77.8%
TOTAL	568,060	100%	550,527	100%	542,196	100%

FALL MEMBERSHIP - 15 YEAR TREND

Year	Total Membership	Change of Membership	% of Change
1973	573,154		
1978	558,285	−14,869	−2.6%
1983	542,196	−16,089	−2.9%
1988	591,447	49,251	+9.1%

SUBMITTED BY: Planning and Evaluation Unit, CDE

COLORADO'S PUBLIC SCHOOLS - In response to changing population trends and instructional programs, Colorado's public schools have undergone some organizational changes. In 1973, the public schools were generally organized into three levels: elementary (K-6), junior high (7-8), and senior high (9-12), and in smaller districts, junior/senior high (7-12). Middle school, vocational and alternative schools were being implemented in a few Denver area school districts. Since 1973, schools have become centers of specialized instruction, concentrating on a particular age group and/or differing educational needs. The number of middle schools has grown from 25 in 1973 to 94 in 1983, while the number of junior highs and junior/senior highs has declined. In addition, the number of vocational schools has increased from 4 to 14, and the number of alternative schools has increased from 1 to 15 during the period 1973 to 1983.

From 1973 to 1983, total student enrollment declined, but the total number of schools increased. This is a further indication of the specialization that has occurred in Colorado's public schools.

NUMBER OF COLORADO PUBLIC SCHOOLS

TYPE OF SCHOOL	1973	1978	1983
Elementary	768	790	771
Middle	25	55	94
Junior High	167	160	133
Senior High	144	165	177
Jr/Sr High	77	69	68
Vocational	4	14	14
Sp. Education	10	11	13
Alternative Ed.	1	8	15
Combined K-12	0	0	1
TOTAL	1196	1272	1286

SUBMITTED BY: Planning and Evaluation Unit, CDE

COLORADO'S ALTERNATIVE SCHOOL YEAR SCHEDULE - Since the fall of 1980 a total of 57 Colorado school districts have received approval from the state board of education to pilot an alternative school year schedule. The alternative schedule may maintain a fewer number of scheduled days, provided the total annual class instructional hours are not reduced. By law, schools are required to schedule a minimum of 180 teacher-pupil contact days. Secondary schools must provide six hours of daily instruction, exclusive of lunch, while elementary schools must provide five and one-half hours, exclusive of lunch. This equates to 1,080 minimum hours for secondary schools and 990 minimum hours for elementary school on a yearly basis.

In 1983, 55 school districts utilized an alternative school schedule, affecting 52,880 children. A total of 32 school districts implemented a four-day week schedule. Twenty-two of these districts have completed the three-year pilot and have now established the four-day week permanently. Ten school districts are in the pilot stage. One school district dropped the four-day week schedule after two pilot years.

Those districts on the four-day week vary the day of the week which becomes the non-class day. The non-instructional day of Monday produces greater energy savings; while school districts that select Friday as the non-instructional day have noted that more student instructional time is provided on Monday through Thursday schedule. This increase in instructional time is due to the rescheduling of many school extracurricular activities on Friday, the non-instructional day.

At this time, 18 school districts are piloting extended-day school schedules, and two school districts are implementing a combination of the extended-day and four-day week schedule. Under these schedules, the instructional day is increased by 30 minutes on a 168-day school calendar. This will allow approximately 15 days or 90 hours to be redistributed throughout the school year, resulting in a shorter school year or allowing 15 Fridays to be taken off during the year.

Three Colorado school districts are implementing a year-round education program in selected schools. These districts are Jefferson County R-1, Arapahoe County #5 and Mesa County Valley #51. Generally this schedule is utilized in schools experiencing rapid growth.

Based upon three years of evaluation data, impacts of the alternative school year are summarized below:

FACTS

- Absenteeism of both teachers and students has declined.
- Morale of both teachers and students has improved.
- Student achievement is not positively or negatively affected.
- Energy savings are realized.
- Time on task in the classroom has increased.
- Teacher planning and staff development activities are enhanced.
- Parent and community support remains positive.

SCHOOL DISTRICTS: ALTERNATIVE SCHOOL YEAR SCHEDULE

	FALL 1980	FALL 1981	FALL 1982	FALL 1983
No. of Districts - Year Round	3	4	4	3
No. of Districts - Four Day Week	13	23	28	32
No. of Districts - Extended Day	0	0	3	18
No. of Districts - Ext.Day/Four Day	0	0	0	2
Total No. of Districts	16	27	35	55
Total No. of Students Affected	43,922	39,003	32,223	52,880

SUBMITTED BY: Field Services Unit, CDE

EDUCATIONAL PROGRAM - In Colorado there are 1,286 public schools located in 180 school districts. Generally school is in session from late August until early June for an average of 180 school days. Standards and curriculum content vary for elementary schools and secondary schools.

Approximately 53 percent of Colorado's public school students are in grades kindergarten through sixth. The school day is five and one-half hours, exclusive of lunch. The school day for kindergarten students must be at least two and one-half hours.

The elementary school curriculum must include, but is not limited to the following:

- Language Arts
- Social Studies
- Science
- Mathematics
- Fine Arts
- Health and Safety
- Physical Education

The secondary level enrollment, grades seventh through twelfth, is approximately 47 percent of the total public school membership. The length of the school day is six hours, exclusive of lunch. The school day generally is divided into six 50 minute class periods.

The secondary school curriculum must include, but is not limited, to the following:

- Language Arts
- Social Studies
- Science
- Mathematics
- Foreign Language
- Fine Arts
- Vocational and Practical Arts
- Health and Safety
- Physical Education
- Career Education
- Conservation Education

The average student graduates from a Colorado public school with a minimum of 3.7 years of language arts; 2.9 years of social studies; 2.1 years of mathematics; and 1.9 years of science.

PUPIL DISTRIBUTION AND DENSITY - In 1983, Colorado had 181 school districts. The majority (120 or 66 percent) of the school districts are located in rural mountain and agricultural areas of the state and have pupil enrollments of 1200 or less. These districts account for 9 percent of the pupil population. The majority of the pupils are in school districts located in the urban/suburban and outlying cities of the state. There are 61 school districts in these areas and all of them have pupil enrollments of more than 1200.

Since 1973, the distribution of the pupil population has changed slightly. The most noticeable change has been in the urban/suburban areas where the percent of the pupil population has increased from 77.9 percent to 79.2 percent, and in the outlying city areas where the percentage has decreased from 13.3 percent to 11.8 percent.

In Colorado's 63 counties, the greatest proportion of the state's public school membership is in those counties with large urban and suburban centers. There are four counties with pupil memberships from 50,000 to 70,000; five counties with pupil enrollments of 20,000 to 49,999; six counties have 5,000 to 19,999 pupils enrolled; 27 counties have pupil enrollments of 1,000 to 4,999; and 21 counties have pupil memberships of 999 or less.

DISTRIBUTION OF THE PUPIL MEMBERSHIP BY DISTRICT SETTING

	District Setting		
	Urban and Suburban	Outlying Cities	Rural Mountain and Agricultural
1973			
No. of Districts	27	35	119
% of Pupil Membership	77.9%	13.3%	8.8%
1978			
No. of Districts	27	35	119
% of Pupil Membership	78.0%	13.4%	8.6%
1983			
No. of Districts	30	31	120
% of Pupil Membership	79.2%	11.8%	9.0%

SUBMITTED BY: Planning and Evaluation Unit, CDE

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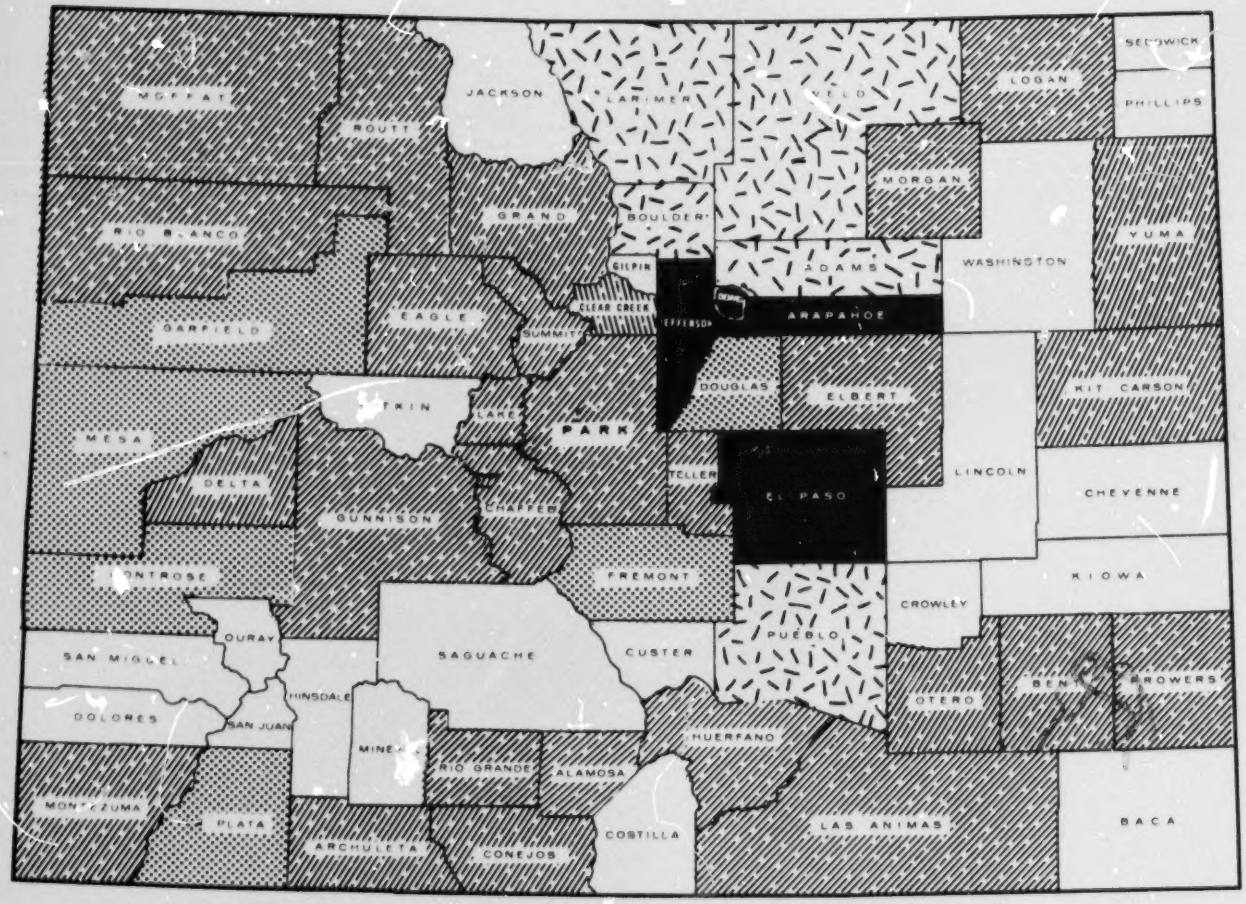
DENSITY OF COLORADO'S PUPIL MEMBERSHIP 1983

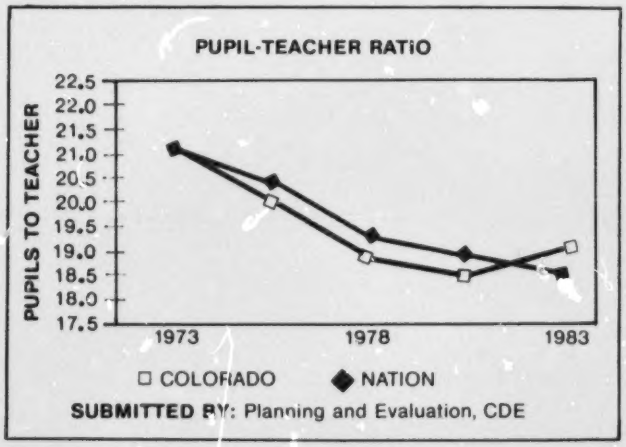


Public School Enrollment by County

- ■ 50,000 - 70,000 Students
- ▨ 5,000 - 19,999 Students
- ▩ 20,000 - 49,999 Students
- ▨ 1,000 - 4,999 Students
- □ 0 - 990 Students

PUPIL-TEACHER RATIO - The pupil-teacher ratio is the ratio of pupils to "all staff members assigned the professional activities of instructing pupils in self-contained classes or courses". The educational staff members included in this ratio are: elementary and secondary classroom teachers, special education teachers and special subject teachers, e.g., music, physical education, art. The pupil-teacher ratio in Colorado and the nation has declined over the past 11 years because of a sharp increase in the number of special education teachers entering the public schools. In comparison to the national trend in pupil-teacher ratios, Colorado has experienced a greater and more rapid decline. During the past five years the pupil-teacher ratios for Colorado and the nation have been stabilizing. In 1983, Colorado's pupil-teacher ratio was slightly higher than that of the nation.

Colorado's statewide pupil-teacher ratio in 1983 was 19.1 to 1. This ratio varies in different areas in the state. In the urban and suburban school districts (30), the pupil-teacher ratio ranges from 17.0:1 to 23.0:1. In the outlying city school districts (31), the range is 14.1:1 to 21.5:1, and for the rural mountain and agricultural school districts (120), the range is 3.4:1 to 23.5:1.



SUBMITTED BY: Planning and Evaluation, CDE

PUPIL-TEACHER RATIO BY DISTRICT SETTING

DISTRICT SETTING	NO. OF DISTRICTS	RANGE OF PUPIL-TEACHER RATIOS
Urban and Suburban	30	17.0:1 - 23.0:1
Outlying City	31	14.1:1 - 21.5:1
Rural Mountain and Agricultural	120	3.4:1 - 23.5:1

SUBMITTED BY: Planning and Evaluation Unit, CDE

STUDENT DISCONTINUERS - Discontinuers are students who leave school or terminate their education prior to their normal graduation date. This term is used because these students may return to school at a later date.

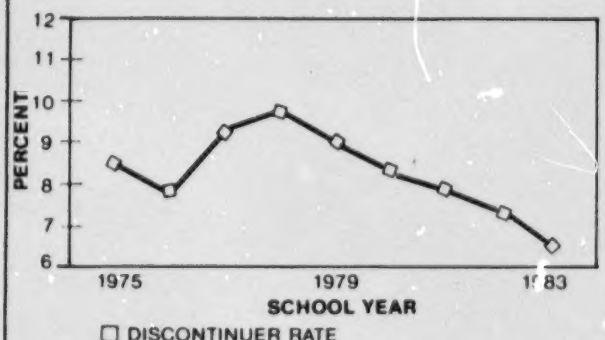
The accompanying charts provide data regarding the discontinuer rate for the state, by ethnic/race group and by geographic setting. Additionally, information is provided for the percentage of "known" discontinuers (those students who are not pursuing their studies at any school) and the percentage of "unknown" discontinuers (those students for whom present educational status is not known.)

Since 1975, the state discontinuer rate has declined from 8.5 percent to 6.5 percent. It would be helpful to compare Colorado's discontinuer rate with the national rate, but at this time data for the nation is not comparable due to different reporting standards.

The discontinuer rate also has declined for all ethnic/race groups since 1975. The greatest decline occurred in the percentage of American Indian/Native Alaskan discontinuers, where the rate dropped from 23.1 percent in 1975 to 11.1 percent in 1983. The declines for the other ethnic/race groups from 1975 to 1983 are as follows: Asian/Pacific Islander, 11.4 percent to 9.1 percent; Black, 11.2 percent to 6.7 percent; Hispanic, 14.1 percent to 12.4 percent and White, 7.5 percent to 5.4 percent.

The discontinuer rate changes when the school districts are divided into categories by population and proximity to urban areas. School districts in rural mountain and agricultural areas of the state generally experience a discontinuer rate below the state average. Those school districts in urban and suburban areas have a discontinuer rate similar to the state average, and school districts in outlying cities typically have a discontinuer rate higher than the state average.

STATE DISCONTINUER RATE



SUBMITTED BY: Planning and Evaluation Unit, CDE

ANNUAL DISCONTINUER RATE BY ETHNIC/RACE GROUP GRADES 10-12

	Total Students	Number of Discontinuers	Discontinuer Rate
American Indian/ Native Alaskan			
1975	602	139	23.1%
1979	1,134	166	14.6%
1983	934	104	11.1%
Asian/ Pacific Islander			
1975	1,032	118	11.4%
1979	1,718	184	10.7%
1983	2,867	261	9.1%
Black			
1975	5,667	635	11.2%
1979	6,155	633	10.3%
1983	6,668	446	6.7%
Hispanic			
1975	16,737	2,354	14.1%
1979	19,363	2,878	14.9%
1983	19,354	2,403	12.4%
White			
1975	120,175	9,072	7.5%
1979	124,622	9,967	8.0%
1983	111,571	5,999	5.4%
Total Population			
1975	144,213	12,318	8.5%
1979	152,992	13,828	9.0%
1983	141,394	9,213	6.5%

PERCENTAGE OF KNOWN AND UNKNOWN DISCONTINUERS BY ETHNICITY/RACE 1982 AND 1983

Ethnicity/ Race	1982 Total Rate	1982 Known Rate	1982 Unknown Rate	1983 Total Rate	1983 Known Rate	1983 Unknown Rate
Amer. Indian/ Native Alaskan	15.5%	10.7%	4.8%	11.1%	7.4%	3.7%
Asian/ Pacific Isl.	9.2%	6.3%	2.9%	9.1%	4.6%	4.5%
Black	8.3%	6.9%	1.4%	6.7%	4.3%	2.4%
Hispanic	13.0%	10.1%	2.9%	12.4%	8.4%	4.0%
White	6.2%	4.4%	1.8%	5.4%	3.9%	1.5%
Total Population	7.3%	5.3%	2.0%	6.5%	4.5%	2.0%

ANNUAL DISCONTINUER RATE BY DISTRICT SETTING

District Setting	No. of Districts	Discontinuer Rates 1975	1979	1983
Urban and Suburban	27	8.5%	9.5%	6.5%
Outlying Cities	35	10.7%	8.1%	7.5%
Rural Mountain & Agricultural	119	5.9%	6.3%	5.1%
Statewide	181	8.5%	9.0%	6.5%

SUBMITTED BY: Planning and Evaluation Unit, CDE

SPECIAL STUDENT MEMBERSHIP

Colorado has approximately 102,640 children who are provided unique educational assistance through the following programs administered by the department:

Chapter 1 - Disadvantaged (1982-83)	34,000
Chapter 1 - Migrant Education (1983-84)	7,938
English Language Proficiency (1983-84)	8,523
Education of the Handicapped (1982-83)	51,949
Colorado School For The Deaf and the Blind (1983-84)	230

CHAPTER 1 PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN - The greatest amount of federal aid for education in the United States is provided for educationally disadvantaged children. It provides financial assistance to school districts so that they may better assist children who are behind in reading, math and language arts. Although the funds are distributed on the basis of low-income population, the children are selected because of their low achievement in basic skills.

During fiscal year 1983, Colorado received approximately $24.2 million for Chapter 1 programs. Supplemental educational services were provided for approximately 34,000 children which represented 59 percent of those eligible.

FEDERAL PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN

Number of Participants By Subject Area & Type Of Institution
1983 Fiscal Year

	Reading	Language Arts	Math	Other
Public Schools	26,037	6,101	8,471	355
Nonpublic Schools	577	41	294	2
Institutions	270	77	166	0
Total	26,884	6,219	8,931	357

SUBMITTED BY: Special Projects Unit, CDE

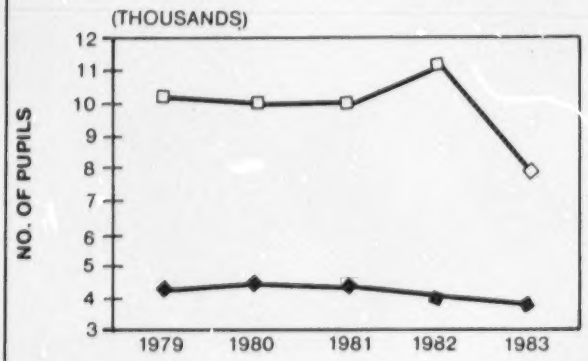
MIGRANT EDUCATION - The Colorado Migrant Education Program is federally funded through ECIA-Chapter I. All school age children that qualify as migratory children are eligible for supplemental education services.

The enrollment statistics represent the total number of children that have been enrolled in the Migrant Student Record Transfer System in Little Rock, Arkansas throughout the year. The full-time equivalent represents children residing in the state for 365 days.

In 1983, approximately 44 percent (79) of Colorado's 181 school districts identified and enrolled 7,938 migrant children. This is a decrease of 28.3 percent over the 1982 level of enrollment. However, the full time equivalent enrollment only decreased by 7.2 percent.

The difference between these two decreases is the result of: 1) reduction in sugar beet crop in Colorado, 2) reduction in local program funding which may have affected identification and recruitment and 3) large numbers of migratory children were no longer enrolled in 1983 because they reached their five-year eligibility.

MIGRANT STUDENTS



SUBMITTED BY: Special Projects Unit, CDE

THE ENGLISH LANGUAGE PROFICIENCY ACT (ELPA) - Enacted by the 1981 Colorado Legislature, this act requires public schools to establish an English language proficiency program for children whose dominant language is not English. The act provides funds to help school districts defray the costs of such programs for a maximum of two years per student. Students are eligible if their dominant language is not English. These students either speak or comprehend little or no English and are placed in Category A/B.

Included in the act are provisions for students whose dominant language is difficult to determine. These students speak both English and another language and are placed in Category C. If these students' achievement scores are below the district or national mean on a nationally standardized test, or if they fall below the acceptable proficiency level on an English language proficiency test, they are eligible for assistance

Local school districts certified 8,523 students as eligible for ELPA assistance for the 1983-84 school year. This figure represents a decrease of 31.2 percent over the 1982-83 total of 12,397. Students in the A/B category decreased by 24.8 percent from 6,784 in 1982-83 to 5,102 in 1983-84. A greater decrease of 39.1 percent was noted for C students from 5,613 C students in 1982-83 to 3,421 in 1983-84. In addition, the number of languages spoken by eligible students also decreased from 74 in 1982-83 to 73 in 1983-84.

ENGLISH LANGUAGE PROFICIENCY ACT
STATE SUMMARY

	1981-82	1982-83	1983-84
Number of Eligible School Districts	107	92	91
Number of Eligible Children			
Dominant Language -Not English (A/B)	5,857	6,784	5,102
Dominant Language -Difficult to Determine (C)	5,159	5,613	3,421
Total	11,016	12,397	8,523
Number of Languages Spoken by Eligible Students	66	74	73

Allocation of Funds:	**FY 1983-84 Funds**	**Allocation/ Student**
A/B Category	$2.0 Million	$398/student
C Category	.7 Million	$198/student

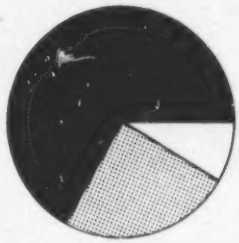
SUBMITTED BY: Planning and Evaluation Unit, CDE

THE COLORADO SCHOOL FOR THE DEAF AND THE BLIND - The school provides educational services for students with visual and/or auditory handicaps. It is designed to promote the academic, vocational, social and emotional development of each individual student from pre-school through the 12th grade. Supplemental services, such as individual counseling, psychological services, parent education, speech therapy, and audiological services are provided through the evaluation center.

In 1983, the Colorado school enrolled 230 deaf, blind and multi-handicapped students. Of the 230 students enrolled 164 are residential students and 66 are day students.During the past two years, the total number of students enrolled has not changed dramatically, but the number of multi-handicapped has increased. Many students who had been classified as strictly deaf or blind were reclassified as multi-handicapped if there was a second handicap that seriously affected their educational instruction.

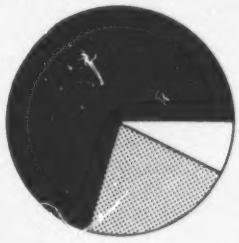
COLORADO SCHOOL FOR THE DEAF AND THE BLIND
STUDENT ENROLLMENT

1979-80



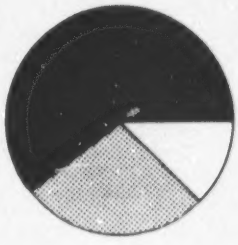
- 160 Deaf Students
- 61 Blind Students
- 12 Multi-handicapped Students
- 238 Students

1981-82



- 175 Deaf Students
- 56 Blind Students
- 16 Multi-handicapped Students
- 247 Students

1983-84



- 134 Deaf Students
- 27 Multi-handicapped Students
- 69 Blind Students
- 230 Students

SUBMITTED BY: Colorado School For The Deaf and The Blind, CDE

EDUCATION OF THE HANDICAPPED - The information on associated charts contains basic facts regarding the current status of educationally handicapped students in Colorado for the 1982-83 school year.

FACTS

- 51,949 handicapped students were provided special education and related support services by Colorado's local special education administrative units. This number represents 8.8 percent of the total estimated 5-17 year old population in Colorado and is 10.3 percent of the number of students in local school districts during October 1982.
- 997 handicapped children who were five years of age or younger were served by local special education administrative units. The department's special education unit provided technical assistance to personnel and monitored programs of community center boards serving an additional 1,480 children age five or younger.
- One out of every two children referred to special education for possible placement was identified as handicapped and provided special education/individualized support services.
- 9.8 percent (5,067) of the total number of handicapped students served were dismissed at some time during the year and identified as no longer needing special education services.

EDUCATION OF THE HANDICAPPED
1982-83 SCHOOL YEAR

Number of Handicapped Students Served:		
Preschool:	0-2 Years of Age	75
Preschool:	3-5 Years of Age	922
Elementary:	K-8 Grades	39,310
Secondary:	9-12 Grades	11,642
	Total Served	51,949
Percentage Served of the 5-17 Year-Old Census Population		8.8%
Number of Professional Special Education Staff		4,087
Number of Paraprofessional and Clerical Staff		1,370
Total Attributable Cost for Educating Handicapped Students Including Special and Regular Education		$243,480,075
Average Per Student Cost Including Special and Regular Education		$ 4,687
Total Direct Cost for Special Education Services Only		$129,807,320
Average Per Student Cost for Special Education Only		$ 2,499

SUBMITTED BY: Special Education Services, CDE

NUMBER OF HANDICAPPED STUDENTS SERVED BY PRIMARY HANDICAPPING CONDITION

	1973-1974	1977-1978	1982-1983	Percent of Change From 1973-74 to 1982-1983
Limited Intellectual Capacity	8,573	(6,846)	(4,859)	+43.3
Trainable Mentally Retarded		817	967	
Educable Mentally Retarded		6,029	3,892	
Emotional/Behavioral	7,573	7,074	9,478	+25.2
Perceptual/Communicative	11,426	23,382	24,510	+114.5
Hearing Handicapped	599	891	968	+61.6
Visually Handicapped	356	293	313	−12.1
Physically Handicapped	1,689	1,152	888	−47.4
Speech/Language	20,902	13,088	9,440	−54.8
Multiple Handicapped	---	683	1,493	+100
Total Individual Students Served	51,118	53,409	51,949	+1.6

SUBMITTED BY: Special Education Services, CDE

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COLORADO NONPUBLIC SCHOOL ENROLLMENT

COLORADO'S PRIVATE SCHOOLS - There are three types of private schools which provide educational services to children who do not attend Colorado public schools: church related schools, private independent schools, and special education schools. The majority, (70.0 percent) of these schools are located along Colorado's front range, (major communities in proximity to the eastern slope of the Rocky Mountains).

In 1983-84, it was reported that 39,246 students were enrolled in 411 private schools or approximately 7.0 percent of Colorado's K-12 school age population. The church-related schools (numbering 258) enrolled 83.1 percent of the nonpublic school students. The private independent schools (142) and special education schools (11) enrolled 15.1 percent and 1.8 percent respectively.

In 1970, a Governor's study of private schools reported an enrollment of approximately 42,000 in 250 nonpublic schools. This enrollment represented 7.6 percent of the Colorado student population between the ages of 5-21.

Since the 1979-80 school year, the number of private schools has increased by 47.3 percent and enrollments have increased by 6.1 percent. In 1979-80 private schools enrolled approximately 6.7 percent of Colorado's K-12 school age population as compared to 7.0 percent for 1983-84.

ESTIMATED COLORADO PRIVATE SCHOOL ENROLLMENT

School Affiliation	1979-80 No. of Schools	Enrollment	1981-82 No. of Schools	Enrollment	% Change in Enroll. Over 3 Yrs	1983-84 No. of Schools	Enrollment	% Change in Enroll. in Over 5 Years
Catholic	69	17,750	73	14,301	−19.4%	69	16,236	−8.5%
Lutheran	20	2,825	24	3,016	+6.8%	26	3,120	+10.4%
Adventist	26	1,550	29	1,563	+ .8%	25	1,843	+18.9%
Baptist	24	2,920	32	4,651	+59.3%	36	3,785	+29.6%
Jewish	4	350	4	411	+17.4%	4	504	+44.0%
Misc.	44	4,740	68	4,350	−8.2%	98	7,143	+50.7%
Private Independent	77	5,380	77	6,137	+14.1%	142	5,919	+10.0%
Special Education	15	1,470	24	1,607	+9.3%	11	696	−52.7%
Total Private	279	36,985	331	36,036	−2.6%	411	39,246	+6.1%

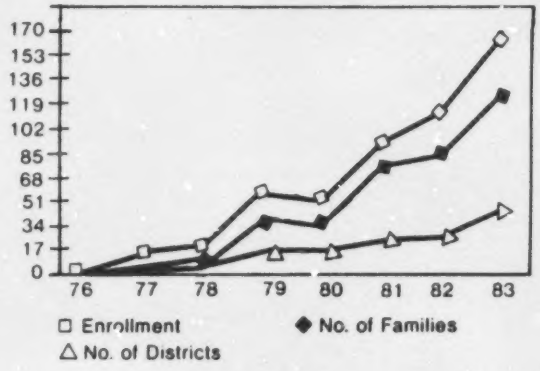
SUBMITTED BY: Planning and Evaluation Unit, CDE

COLORADO HOME STUDY - The earliest recorded enrollment data for Colorado home study programs was in the 1976-77 school year when three children were in such a program. Enrollments steadily increased until 1980 when a slight decline was recorded.

In 1980, the Colorado State Board of Education developed rules which established a process of reviewing home study requests by the local boards of education. Requests for home study are based upon: an expressed need for individual attention to the child's academic problems, family travel, religious conviction, dissatisfatcion with the public schools and transportation difficulties.

Since 1980, enrollment, has steadily increased. In 1980, 51 children were in home study programs. During the 1983-84 school year a total of 168 children, 85 boys and 83 girls, participated in home study programs. Of this number, 100 were elementary students and 68 were secondary students.

HOME STUDY PROGRAM



SUBMITTED BY: Field Services Unit, CDE

OUT-OF -HOME-PLACED CHILDREN - Within the state there are approximately 3,000 children in the age range of 5-21 who receive their education through specialized facilities as well as through unique school district educational centers. These children were placed in these facilities because they had needs which are best addressed in the environment provided by these organizations.

Funding for these children's care, treatment and education is provided through a variety of state, local and federal sources.

OUT-OF-HOME-PLACED CHILDREN
FTE MEMBERSHIP
Fall, 1983

Specialized Facilities with Educational Programs	
Community-centered Boards	796.4
School for the Deaf and the Blind*	226.0
State Hospital	103.4
Regional Centers	218.0
Ft. Logan Mental Health Center	68.0
Other Group Living Facilities	662.3
Sub-total	2074.1
Other Colorado School Districts	528.8
Division of Youth Services, Department of Institutions	
Lookout Mountain School	176.5
Mountview School	76.8
Lathrop Park Youth School	43.8
Golden Gate Youth School	46.1
Closed Adolescent Treatment Center	26.0
Sub-total	369.2
Total Out-Of-Home-Placed Children	2972.1

SUBMITTED BY: School Finance Unit, CDE and Department of Institutions

*These children have been previously accounted for in the School For The Deaf and The Blind section.

SCHOOL PERSONNEL PROFILE

COLORADO EDUCATORS - Information provided by local school districts for fall 1983, revealed the following:

FACTS

- Colorado school districts employ 34,643 certificated personnel.
- Classroom teachers represent 83.6 percent of total educators or 28,966 in number.
- Females represent 62.2 percent of the total number of educators.
- Males occupy 76.7 percent of all administrative/ supervisory positions.
- The average age of Colorado's teachers is 40.2 years.
- The average years of experience of Colorado's teachers is 12.
- 42.5 percent of Colorado's teachers hold a masters or higher degree. (In 1973, 32.1 percent held a masters or higher degree.)
- Indians, Asians, Blacks and Hispanics represent 8.9 percent of Colorado's educators, while these same ethnic groups make up 22.2 percent of the total student population.

COLORADO'S EDUCATION POPULATION ETHNIC GROUPS Fall, 1983

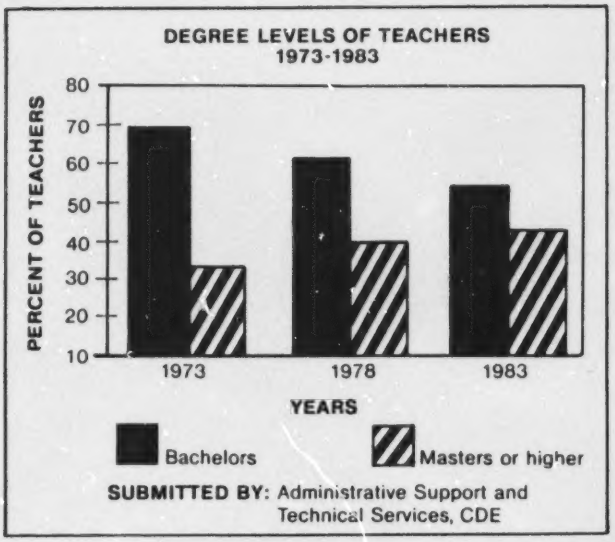
Group	Percent of Educators	Percent of Total Student Enrollment
Indian	.5%	.7%
Asian	.8	1.9
Black	2.8	4.8
Hispanic	5.0	15.0
White	91.1	77.8
Total	100%	100%

SUBMITTED BY: Administrative Support and Technical Services, CDE.

ADMINISTRATOR/SUPERVISORY POSITIONS OCCUPIED BY MALES AND FEMALES Fall, 1983

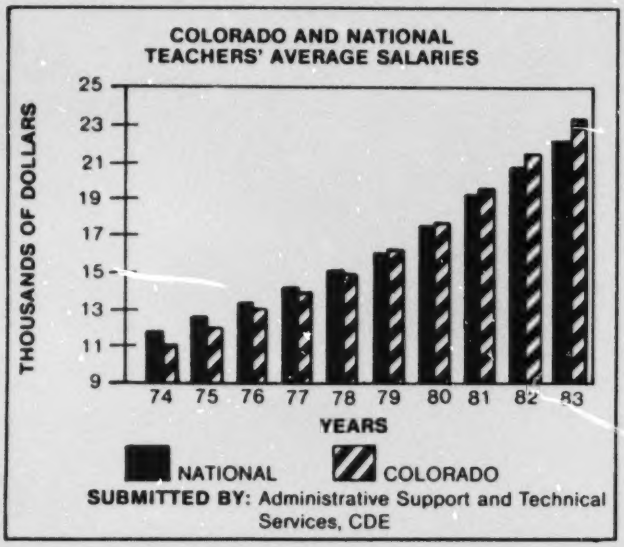
POSITION	Number of Positions	Number of Males	% of Total	Number of Females	% of Total
Superintendents	181	178	98.3	3	1.7
Principals-Elem/ Mid.	706	551	78.0	155	22.0
Principals-Jr./Sr.	321	292	91.0	29	9.0
Principals-Combined Levels	32	30	94.0	2	6.0
Other Administrative/ Supervisory	1,326	916	69.0	410	31.0
TOTAL	2,566	1,967	76.7%	599	23.3%

SUBMITTED BY: Administrative Support and Technical Services, CDE



SUBMITTED BY: Administrative Support and Technical Services, CDE

AVERAGE ANNUAL SALARIES - The 1983 average contracted salary for teachers in Colorado was $23,276. This represents an 8.4 percent increase from the previous year. The entry-level salaries for beginning teachers in Colorado ranged from $9,800 to $18,100. For the fifth consecutive year, Colorado average salaries have exceeded the national average. In 1983, Colorado's average teacher salary was 5.7 percent higher than the national average.



SUBMITTED BY: Administrative Support and Technical Services, CDE

The 1984 state average minimum and maximum salaries for selected classified school employees can be seen in the accompanying table. Custodians and maintenance personnel are generally 12 month employees, and have salary ranges of $11,107 to $14,872 and $14,768 to $18,325 respectively. The average salary range for food service helper is $3,139 to $4,219, for the school secretary it is $8,576 to $11,664 and for the teacher aide, it is $4,086 to $5,661.

CLASSIFIED SCHOOL EMPLOYEES AVERAGE SALARIES (1983-1984)

	1983 Minimum	1984 Minimum	Percent Change	1983 Maximum	1984 Maximum	Percent Change
12 Month Positions						
Custodian	$10,691	$11,107	+3.9	$13,998	$14,872	+6.2
Maintenance	13,561	14,768	+8.9	18,304	8,325	+.1
9 Month Positions						
Food Service Helper	3,060	3,139	+2.6	4,046	4,219	+4.3
School Secretary	8,046	8,576	+6.6	10,992	11,664	+6.1
Teacher Aide	3,888	4,086	+5.1	5,310	5,661	+6.6

SUBMITTED BY: Colorado Classified Employees Association

TEACHER EDUCATION AND CERTIFICATION - Fourteen institutions of higher education are approved to prepare teachers in Colorado. These institutions prepared 2,505 graduates for certification in 1982-1983. The percentage of the total personnel trained by the respective institutions follows:

INSTITUTION	PERCENT OF GRADUATES
University of Northern Colorado	30.8
University of Colorado - Boulder	14.4
Colorado State University	11.8
University of Denver	7.1
Western State College	6.7
Metropolitan State College	6.6
Adams State College	6.0
University of Colorado - Colorado Springs	3.8
University of Southern Colorado	3.7
University of Colorado - Denver	3.3
Fort Lewis College	2.7
Loretto Heights College	1.7
Regis College	.7
Colorado College	.6

Each institution is visited every five years by a team approved by the state board of education to assure that state standards for teacher preparation are upheld.

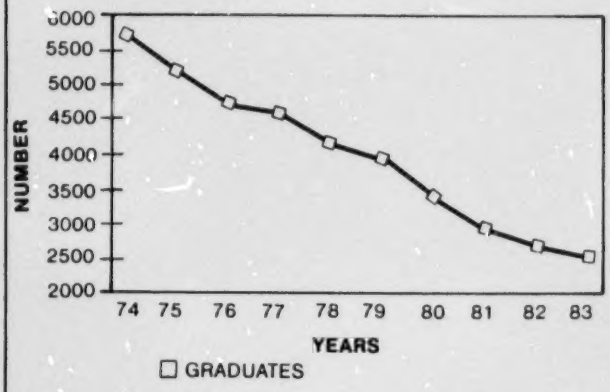
The number of students graduating from Colorado teacher education programs has declined 56 percent over the past nine years from 5,722 in 1973-74 to 2,505 in 1982-83. Graduates specializing in elementary and early childhood education accounted for approximately 30 percent of the graduates in 1982-83. Over the past nine years, a decrease has been noted in most endorsement areas. Teacher graduates in math and science have declined 80 percent and 48.2 percent respectively since 1973.

COLORADO TEACHER EDUCATION GRADUATES BY ENDORSEMENT 1974-1983

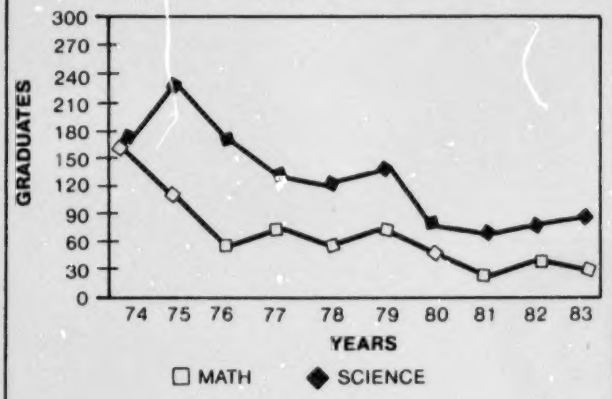
Endorsement Area	1973-1974	1982-1983	Percent Change 1974-1983
Business Education	197	33	-83.8
Bilingual-Bicultural/ESL	8	9	+12.5
Fine Arts	391	114	-80.6
Foreign Language	139	37	-73.4
Elementary Early Childhood	1,379	785	-47.1
Health and Physical Education	377	218	-41.2
Language Arts	479	128	-73.3
Mathematics	191	33	-79.5
Middle School	–	8	*
Occupational Education	248	100	-59.8
Science	169	87	-48.2
Social Studies	728	110	-84.8
Special Education	764	311	-59.3
Program Specialists	417	125	-70.0
School Administration	160	239	+59.9
Special Services	117	136	+16.2
TOTAL	5,722	2,505	-56.2

SUBMITTED BY: Teacher Certification, CDE

COLORADO TEACHER EDUCATION GRADUATES 1974-1983



COLORADO TEACHER EDUCATION GRADUATES IN MATH AND SCIENCE 1974-1983



SUBMITTED BY: Teacher Certification, CDE

For recertification, Colorado educators must earn six semester hours (nine quarter hours) of appropriate course work within a five-year period. While two semester hours must be college credit, the remaining four semester hours may be accomplished through district inservice programs, individually-designed professional development experiences, educational travel, supervision of student teachers and economic work-learn programs.

FACTS

- Approximately 80 percent of the 7,796 educators who renewed certificates from June 1983 through May 1984 used only college credit to meet the six semester hour requirement.
- Approximately 18 percent used some district inservice credit in partial fulfillment of the requirement.

- Less than five percent used other options including professional development, travel, supervision of student teachers and work-learn credit.

During the same period, June 1983 through May 1984, Colorado issued 4,368 initial certificates. Approximately 40 percent of these certificates were issued to applicants who received their professional training outside of Colorado.

BASIC SKILLS COMPETENCY SCREENING - Colorado is one of 25 states which screens teachers in selected basic skill areas prior to certification. Colorado's testing program began in January 1983. All teachers, administrators and special services personnel requesting first-time certification must pass tests in selected basic skill areas. (Students enrolled in Colorado teacher-training institutions must pass the tests prior to formal admission to teacher education and student teaching.) The California Achievement Test was selected for basic skill competency testing purposes. Candidates are allowed a total of four attempts to pass all sections. Tests include spelling, language usage/mechanics and mathematics. There is also an oral language screening requirement. The following results reflect the passing rates for the total number of testing attempts from July 1983 to June 1984.

Passing Rates

Spelling:	72%
Language:	74%
Mathematics:	60%
Oral English:	88%

The passing rates for in-state applicants are lower than those for out-of-state applicants. Out-of-state examinees are generally college graduates, while the majority of in-state examinees are still enrolled in undergraduate degree programs. The 1984 passing rates for all parts of the examination are slightly higher than last year's sample. Results of the 1984 testing and a comparison of 1984 test results with those of 1983 are displayed in the accompanying charts.

BASIC SKILLS COMPETENCY TEST RESULTS 1983-1984

	Number of Attempts		Number Passing		Percent Passing		Total Percent Passing
Basic Skill Area	In-State	Out-State	In-State	Out-State	In-State	Out-State	Combined
Spelling	2981	1457	2003	1180	67%	81%	72%
Oral English	614	611	509	564	83%	92%	88%
Language	2944	1432	2059	1171	70%	82%	74%
Mathematics	3192	1684	1880	1031	59%	61%	60%

In-State = Examinees trained in Colorado
Out-State = Examinees trained out-of-state

SUBMITTED BY: Teacher Certification, CDE

COMPARISON OF BASIC SKILLS TEST RESULTS JAN./JUNE 1983 - JULY 1983/JUNE 1984

Basic Skill Area	Number of Attempts 1983	Percent Passing 1983	Number of Attempts 1984	Percent Passing 1984
Spelling	2000	69%	4438	72%
Oral English	567	79%	1225	88%
Language	2042	69%	4378	74%
Mathematics	2006	57%	4874	60%

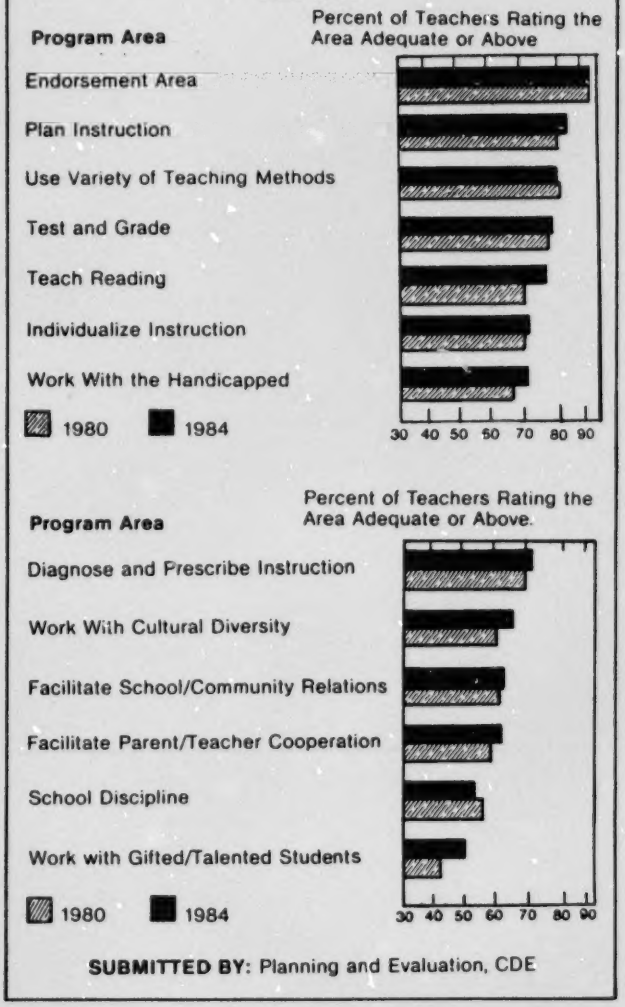
SUBMITTED BY: Teacher Certification, CDE

TEACHER PREPARATION EVALUATION - The Colorado Department of Education conducts an annual survey of first and third year teachers to assess the adequacy of their preparation. Institutions of higher education in Colorado are evaluated by teachers and administrators on the academic programs, content areas of teacher education programs, preparation in methods and techniques, quality of instruction and advisement, and effectiveness of the field experiences provided. The results for 1984 are more favorable than those of previous years, particularly in areas where teachers have expressed concern about the adequacy of their preparation.

RESULTS OF THE 1984 SURVEY:

- In 1984, as in all previous surveys, student teaching was the aspect of preparation rated highest by Colorado first- and third-year teachers. Ninety-four percent rated their student teaching experience as adequate or above.
- Other areas receiving high ratings included preparation in subject (endorsement) area, utilizing a variety of teaching methods and planning instruction.
- The greatest improvement during the five-year period from 1980 through 1984 occurred in four areas: working with the gifted and talented, working with handicapped students, working with cultural diversity and teaching reading.
- Despite the five-year improvement in ratings for working with the handicapped, the 1984 ratings were three percentage points lower than those obtained in 1983. This was the largest change in ratings between 1983 and 1984.
- Improvement is still needed in some areas: working with the gifted and talented, facilitating parent-teacher cooperation and maintaining school discipline. Less than 60 percent of the teachers surveyed rated their preparation in these areas as adequate or above.

FIRST AND THIRD YEAR TEACHER RATINGS
1980-1984



SUBMITTED BY: Planning and Evaluation, CDE

TEACHER SUPPLY AND DEMAND - Teacher supply data were gathered from records maintained by the Colorado Department of Education dated September 1, 1977 through August 31, 1981. The supply base for Colorado teachers reflected that 60,095 teachers were available for employment as of fall 1981. However, this gross supply figure was reduced to 46,215 teachers in 16 endorsement areas based upon a study conducted by the National Education Association, which indicated approximately 77 percent of teachers seek employment in teaching.

Teacher demand information was obtained from data submitted by public school districts to the Colorado Department of Education. This infomation reflected the actual teaching assignments filled by teachers as of fall 1981. The number of teachers employed in 16 endorsement/assignment areas was 29,758.

In comparing the total supply and demand for teachers, the supply exceeded the demand for teachers by approximately 55 percent or nearly 16,500 teachers. The 16 endorsement/assignment areas reveal a wide range of supply and demand relationships.

The areas of mathematics and special education (according to the information analyzed) experienced teacher shortages. The following areas were noted to have a supply in excess of demand by at least 50 percent: agriculture, art, business/office occupations, elementary education, foreign language, health/physical education, home economics, music, social science, and technical education/trade and industry.

Future projections through 1990 show that in 13 of the 16 endorsement/assignment areas there will be a greater supply than demand for teachers. The areas of mathematics, special education and science will experience a teacher shortage.

TEACHER SUPPLY & DEMAND
1981, 1985

Endorsement/ Assignment	Actual 1981 Supply	Actual 1981 Demand	Projected 1985 Supply	Projected 1985 Demand
Agriculture	165	98	165	102
Art	1,573	743	1,575	850
Business/Office Occupations	1,099	734	1,100	816
Distributive Ed.	118	80	120	102
Elementary Ed.	19,403	11,301	19,425	12,913
English	4,094	2,942	4,100	3,364
Foreign Language	1,407	646	1,410	748
Health/Physical Ed.	4,179	1,940	4,185	2,243
Home Economics	1,157	574	1,160	646
Industrial Arts	907	677	910	782
Mathematics	1,534	1,881	1,535	2,141
Music	2,028	1,292	2,030	1,461
Science	1,938	1,542	1,940	1,767
Social Science	3,522	1,777	3,525	2,039
Special Education	2,533	3,167	2,535	3,602
Tech. Ed./Trade & Industry	558	364	560	408
TOTAL	**46,215**	**29,758**	**46,275**	**33,984**

SUBMITTED BY: Planning and Evaluation, CDE

TEACHER SUPPLY AND DEMAND
Projected Shortages By Year

Endorsement/Assignment Area	1985	1990	1995	2000
Business/Office Occ.	—	—	—	83
Distributive Education	—	—	11	28
English/Language Arts	—	—	215	779
Industrial Arts	—	—	92	224
Mathematics	606	827	1,211	1,570
Music	—	—	—	89
Science	—	10	326	623
Special Education	1,067	1,44[illegible]	2,085	2,689
Technical Ed./Trade Ind.	—	—	—	31

SUBMITTED BY: Planning and Evaluation, CDE

SECTION III: FINANCING K-12 PUBLIC EDUCATION IN COLORADO

OVERVIEW

The quality and quantity of Colorado's public education programs are related to financial resources made available to all school districts. Although each district generates it's own financial resources for public education, all are dependent on three major governmental funding sources in supporting this effort - local school districts, the state and the federal government. In this section each of these sources will be reviewed.

LOCAL DISTRICT FINANCING

TYPES OF DISTRICT REVENUES AND EXPENDITURES

Colorado school districts generate revenue from a variety of sources:

- LOCAL PROPERTY TAXES - A school district, under Colorado law, has the authority (within a state defined limitation) to levy taxes against the assessed valuation of the property within the boundary of the district.
- STATE OF COLORADO - The State of Colorado provides for a yearly appropriation to school districts for educational programs and services. These funds are primarily distributed through a variety of categorical or special purpose program entitlements and the Minimum Equalization program which is part of the School Finance Act of 1973.
- FEDERAL EDUCATION PROGRAMS - Federal funds are appropriated to districts for general and specific purposes and are intended to supplement local public education efforts.

School district revenues are expended for a variety of educational services in each district. However, most revenues are expended in four major groups of accounts:

- THE DISTRICT GENERAL FUND ACCOUNT - The general fund can be used for all lawful expenditures of the district. It is considered the education "operating budget" of the district and includes salaries, utilities and related day-to-day costs.
- CAPITAL RESERVE FUND ACCOUNT - This is a type of special account for the acquisition of property, construction of new educational facilities or remodeling existing facilities and equipment purchase.
- BOND REDEMPTION FUND ACCOUNT - This account is used to finance and account for payments of principal and interest on all long-term general obligation debts.
- INSURANCE RESERVE FUND ACCOUNT - This account is used for the payment of loss or damage to the property of the district.

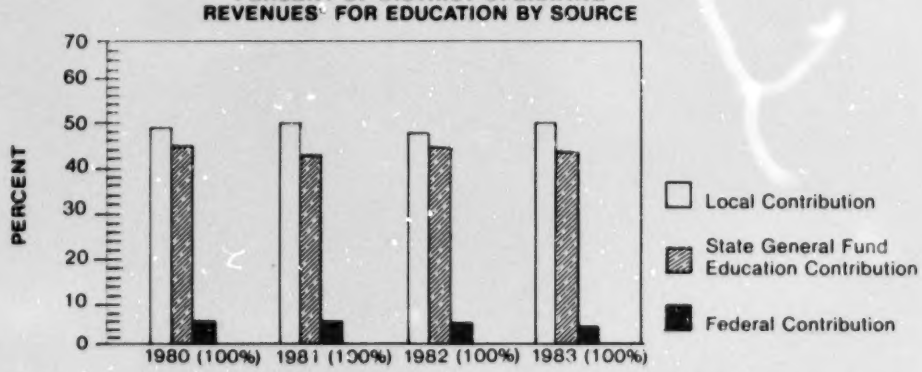
DISTRICT FINANCIAL TRENDS

Colorado's elementary and secondary public education system represents one of the largest public services in the state.

FACTS

- The percentage of the total districts' educational operating revenues by source for the past four years (1980-83) has remained relatively stable. District contributions account for approximately 50 percent of educational revenues, with the state contributing 44 percent of revenues, and the federal government contributing the remaining 6 percent.

PERCENT OF DISTRICT OPERATING REVENUES* FOR EDUCATION BY SOURCE



*Total operating revenues are the total of all revenues generated for the districts' actual operating costs for education in Colorado including Board of Cooperative Services (BOCS). Funds for capital outlay, capital reserve fund, bond redemption fund and the building fund are not included. Data are based upon calendar years (January - December).

SUBMITTED BY: School Finance Unit, CDE

In actual dollars, the record of expenditures during the period 1979 to 1983 appears to be one of tremendous growth. For Colorado, expenditures for public education rose from $1.15 billion in 1979 to $1.68 billion in 1983. These numbers must be viewed in light of additional/ expanded services provided by the schools and inflation.

FACTS

- Education funds support many more services than ever before. Districts expend dollars for supplies, capital outlay, school lunch and breakfast programs, transportation, counseling and other necessary services. However, the major expenditure is for teacher and administrative salaries. In 1983, 80 percent of the total current expense for education in Colorado was for salaries and benefits.
- In 1983, the average current expense per pupil amounted to $3,315.

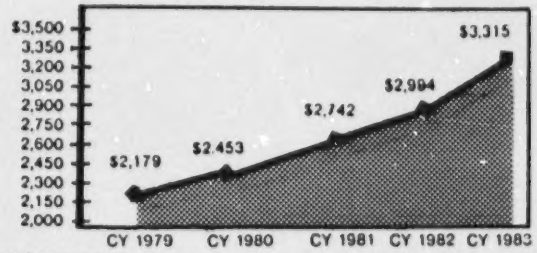
When inflation is taken into account, the seemingly sharp rise in expenditures is understandable.

FACTS

- The School Price Index* reported a 43 percent national inflation increase for the period from 1979 to 1983 for elementary and secondary school operations.
- During this same period, Colorado's educational expenses increased by 46 percent. When compared to national trends, Colorado's real growth of educational spending has increased by 3 percent since 1979.

*School Price Index: 1983 Update, Research Associates of Washington, Washington D.C., October, 1983.

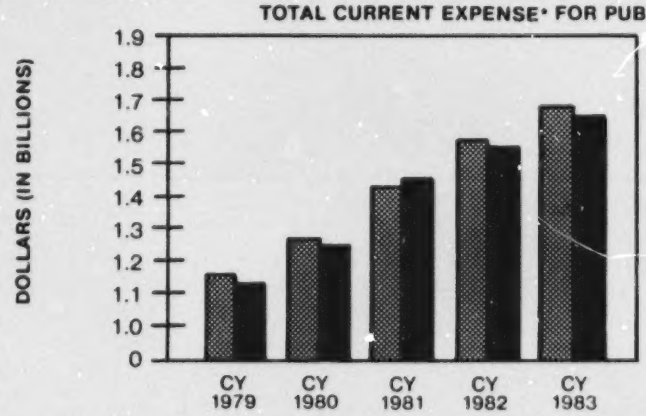
AVERAGE CURRENT EXPENSE PER PUPIL



Percent Increase over the previous year	11.1%	12.6%	11.8%	9.2%	10.7%

SUBMITTED BY: School Finance Unit, CDE

TOTAL CURRENT EXPENSE* FOR PUBLIC EDUCATION



*Total expense is the total of all budget year expenditures (including BOCS and transportation) excluding capital outlay, capital reserve fund, bond redemption fund and building fund. Data are based on Calendar Years (January-December).

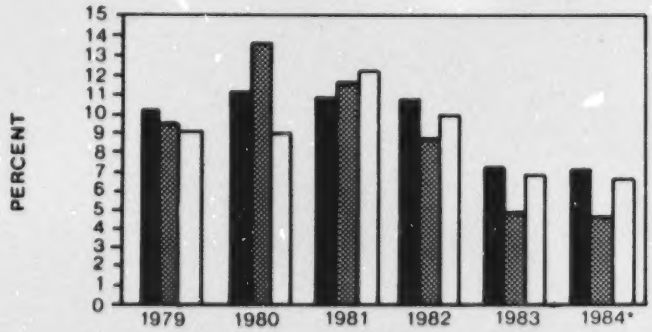
	CY 1979	CY 1980	CY 1981	CY 1982	CY 1983
Percent Increase Over the Previous Year	10.4%	11.3%	10.9%	10.6%	7%
Elementary and Secondary School Price Index	9.2%	9.0%	12.2%	9.7%	6.6%

Current Expense Growth

Dollars Need To Remain Current With Inflation

SUBMITTED BY: School Finance Unit, CDE

PERCENT INCREASE COMPARISON
1979 - 1984



Yearly District Total Current Expense Increases

Consumer Price Index

Elementary and Secondary School Operations Price Index (inflation measures for schools and colleges, National Institute of Education)

*Estimates

SUBMITTED BY: Planning and Evaluation, CDE

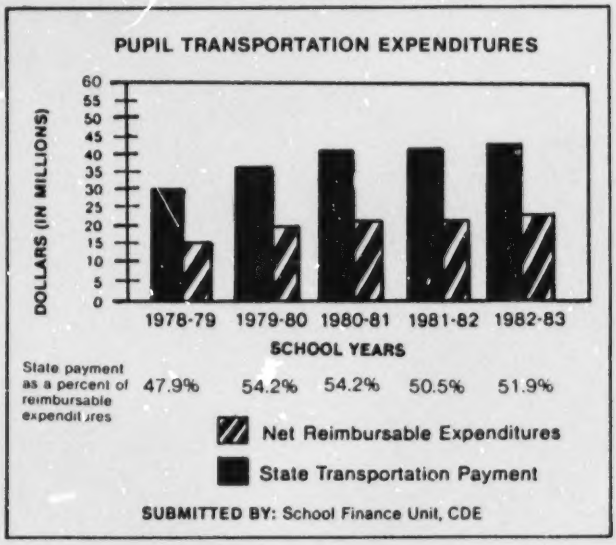
PUBLIC SCHOOL PUPIL TRANSPORTATION

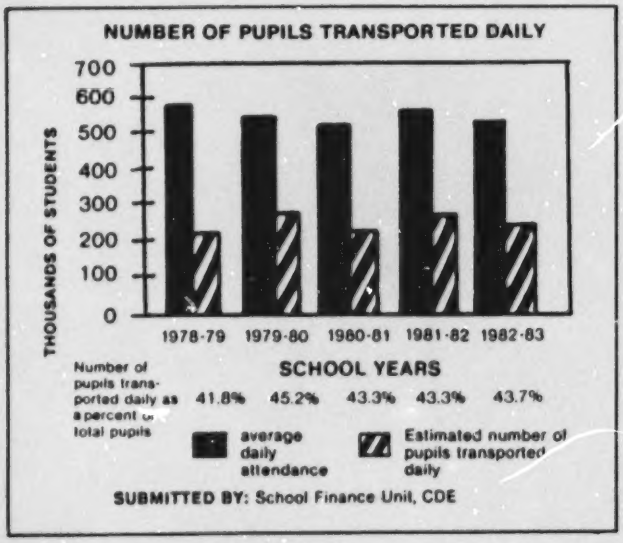
Colorado furnishes financial aid to school districts for transportation of pupils to and from their place of residence and the public school.

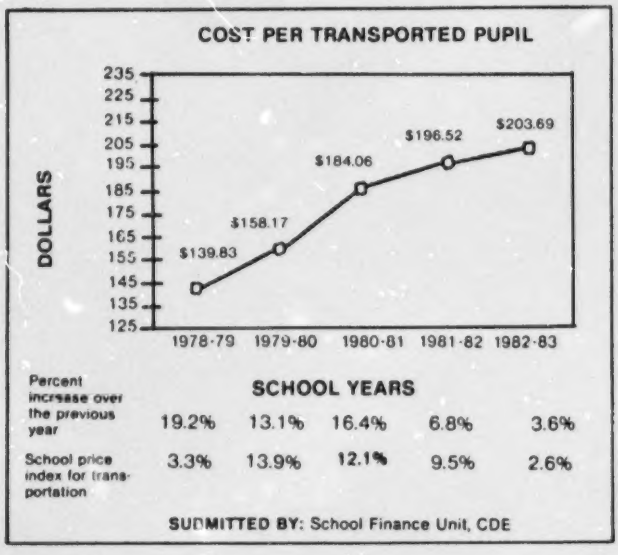
FACTS

- In 1982-83, 506,499 (ADAE) students attended public schools in Colorado. Of this population, 221,155 (43.7%) were transported to and from school on a daily basis.
- The 1982-83 daily ridership count was approximately 1 percent less than the average daily ridership recorded during the previous year.
- Over a five-year period (1979-83) the daily ridership count has only increased by 1.6 percent which illustrates a rather stable daily ridership participation rate.
- Net reimbursable public school pupil transportation costs amounted to $45 million in 1982-83 school year. Of this amount, approximately $24 million or 52 percent of the total was financed by state general fund monies.
- Over the past five years (1979-83), net reimbursable transportation costs have increased by 47 percent. However, this growth was due largely to inflationary increases and not to actual growth. The school price index for transportation for this same period amounted to 43 percent. Therefore, the difference amounts to 4 percent of actual growth above the national trend.
- The net cost per transported pupil has escalated from $139.83 per transported pupil/year in 1978-79 to $203.69 per transported pupil/year in 1982-83.
- The net cost per reimbursable mile traveled increased from $.75 in 1978-79 to $1.11 in 1982-83.

Local districts, in an attempt to conserve energy and decrease their operating costs, have been utilizing alternative fuels in school bus operations. Some districts are now utilizing compressed natural gas (CNG) while other districts are converting to propane (LPG). Additionally, driver training, preventive maintenance, improved routing and more selective vehicle specifications are a sampling of techniques being applied by the districts to improve the efficiency of pupil transportation operation.







CHILD NUTRITION PROGRAM

The Colorado Department of Education assists local school districts with child nutrition programs through activities which focus upon: administration of food service programs, training of school personnel in program management, and assistance in nutrition education program development and implementation.

In FY 83-84, it is anticipated that over 43 million lunches will be served in Colorado's public schools. This translates into over 250,000 lunches served on a daily basis.

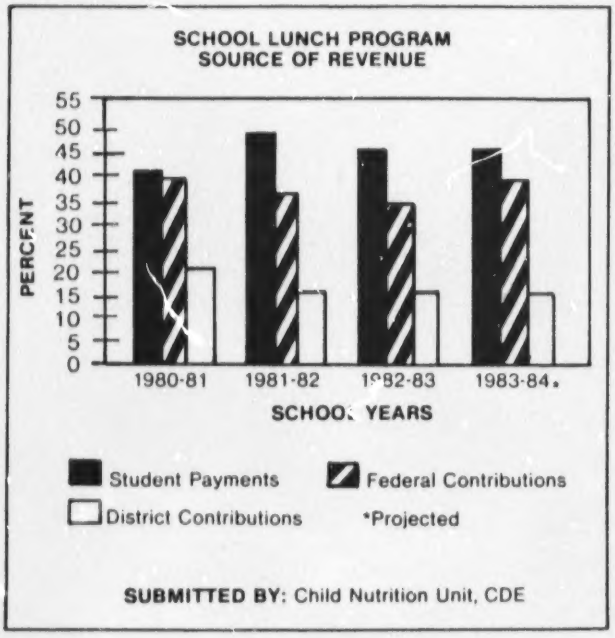
FACTS

- Fifty percent of the public student population participated in a school lunch program.
- Current charges for student lunches vary from free to $1.50 each, depending on the student's eligibility to participate in the free or reduced school lunch program.

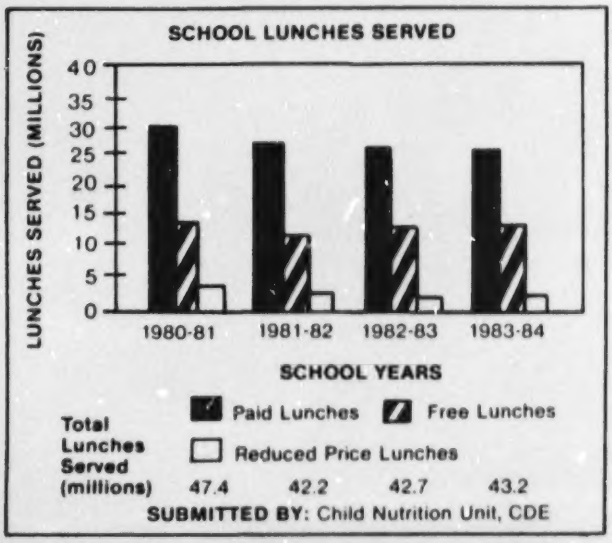
The annual cost of the school lunch program is supported by three sources of revenue: student payments, federal contributions and school district contributions.

FACTS

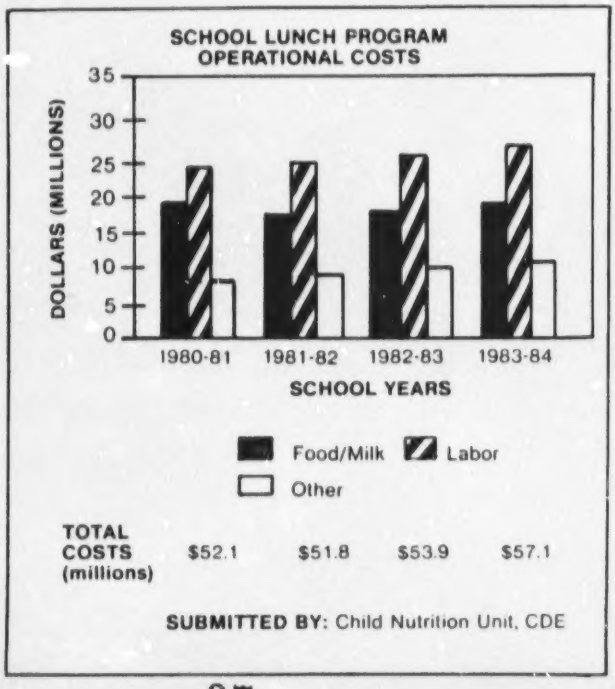
- Student payments for lunch and federal contributions were the primary sources of funds and made up 79 to 85 percent of the revenue for the past four years.
- In fiscal year 83-84, it is projected that the cost for the school lunch program will be over $57 million.
- Of the fiscal year 83-84 total cost, 48 percent will be expended for labor, 33 percent will be expended for food/milk, and 19 percent will be expended for other costs.
- In fiscal year 1983-84, overall costs for the school lunch program will have increased by 6 percent over the previous year.



SUBMITTED BY: Child Nutrition Unit, CDE



SUBMITTED BY: Child Nutrition Unit, CDE



SUBMITTED BY: Child Nutrition Unit, CDE

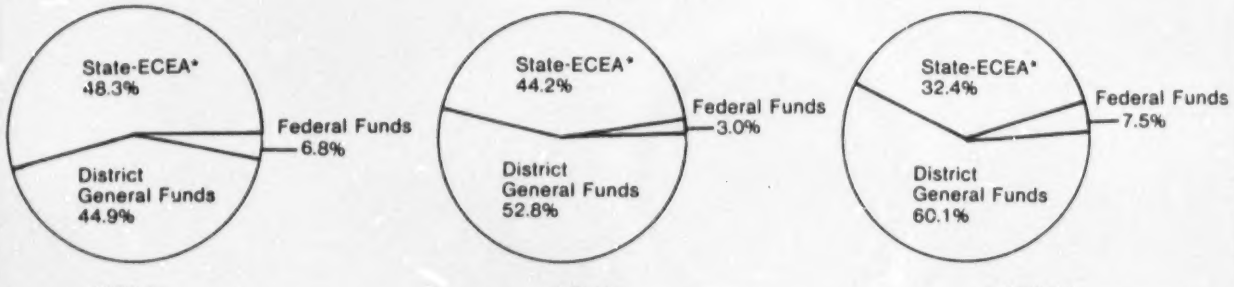
SPECIAL EDUCATION SERVICES

In the past ten years, there has been a great deal of progress made toward assuring that handicapped children and youth of Colorado have a genuine opportunity to receive an education commensurate with their needs. Available federal, state and local funds have increased significantly over the past ten years in terms of numbers, but in terms of percentages most of the necessary fiscal effort to conduct programs for the handicapped has come from local school district general funds.

FACTS

- Direct cost of special education services increased from $29.3 million in 1973-74 to $129.8 million in 1982-83. This difference represents a 343 percent increase.
- Special education staff positions throughout the state increased over 100 percent from 2,679 positions in 1973-74 to 5,457 positions in 1982-83.
- District general fund support increased from 44.9 percent in 1973-74 to 60.1 percent in 1982-83. The state appropriation in support of the Exceptional Children's Educational Act (ECEA) has shown a steady decline from 48.3 percent in 1973-74 to 32.4 percent in 1982-83.
- Over the same time period, the average current expense per handicapped pupil has increased by 200 percent, from $1,564 per pupil in 1973-74 to $4,687 per pupil in 1982-83.

SOURCE OF FUNDING FOR SPECIAL EDUCATION SERVICES



1973-74
TOTAL: $29,343,648

1977-78
TOTAL: $71,682,369

1982-83
TOTAL: $129,807,320

SOURCE: Special Education Services, CDE

*Exceptional Children's Educational Act (ECEA)

STATE OF COLORADO EDUCATION APPROPRIATIONS

PUBLIC SCHOOL FINANCE ACT OF 1973

The State of Colorado currently appropriates funds which supplement school districts' efforts to deliver educational services to children enrolled in public schools. This funding mechanism, known as the Colorado Public School Finance Act of 1973, has served Colorado for ten years. The basic intent of this act is explained below:

GOAL STATEMENTS

- To assure that adequate funds are available to meet the educational needs of the children and adults served by the public schools of Colorado.
- To provide equalization of educational opportunities for all students and to assure students' educational opportunities should not be determined by the wealth of the district or community in which they live.
- To provide more equity in distribution of the tax burden.
- To reduce dependence on property tax for financing public schools.
- To ease the burden placed on local property taxpayers due to annual increases in educational costs.
- To lessen the property tax burden on people involved in agriculture and on people with fixed incomes.
- To enhance the concept of local control of education and provide opportunity for citizens in the local community to help make decisions concerning education.
- To place some kind of limitation on increased school budgets from year to year.

STATE GENERAL FUND EDUCATION ALLOCATIONS

General fund education allocations have varied through the years and have always been subject to inflation, the economic condition of the state and the actions of the state legislature.

FACTS

- In fiscal year 83-84 (July to June) the state's contribution for education amounted to approximately $765 million dollars.
- Of the fiscal year 83-84 total, less than one percent (.5%) was expended for department administrative purposes. The balance was distributed to Colorado's 181 school districts.
- Total general fund education appropriations rose 54 percent from $495 million in fiscal year 78-79 to $765 million in fiscal year 83-84. The National School Price Index for this same period is 43 percent.
- In fiscal year 84-85, $821 million is projected to be the state's contribution for education. This represents a 7.3 percent increase over fiscal year 83-84.

STATE GENERAL FUND FINANCIAL ALLOCATIONS FOR PUBLIC EDUCATION

Dollars Are In Millions

	FY 78-79		FY 81-82		FY 82-83		FY 83-84		FY 84-85	
	Approp.	%	Approp.	%	Approp.	%	Approp.	%	Approp.	%
Minimum Equalization	$424.9	85.7%	$571.0	86.4%	$626.5	87.1%	$670.0	87.5%	$723.9	88.1%
Exceptional Children	34.3	6.9	40.0	6.0	42.1	5.9	43.8	5.7	46.1	5.6
Transportation	13.0	2.6	22.1	3.3	22.3	3.1	23.5	3.1	23.4	2.9
Low Income	6.0	1.2	5.9	.9	5.7	.8	5.1	.6	4.5	.5
Small Attendance Ctr.	3.5	.7	5.2	.8	5.7	.8	6.1	.8	6.7	.8
Colo. School for the Deaf and the Blind	3.1	.6	3.7	.6	4.0	.6	4.3	.6	4.3	.5
ELPA (Bilingual)	2.4	.5	2.9	.4	2.8	.4	2.8	.4	2.4	.3
CDE Operations*	2.3	.5	2.6	.4	3.2	.4	3.1	.4	3.8	.5
State Library/Distribution	2.0	.4	2.0	.3	2.9	.4	2.4	.3	2.5	.3
Increased Enrollment	1.8	.4	2.3	.3	1.5	.2	1.3	.2	1.4	.2
Emeritus Retirement	1.3	.3	1.4	.2	1.4	.2	1.3	.2	1.4	.2
Other: Bocs, Ed. TV, Contingency Reserve Career Ed.	.9	.2	2.9	.4	.9	.1	1.3	.2	.6	.1
TOTAL	$495.5	100%	$662.0	100%	$719.0	100%	$765.0	100%	$821.0	100%
Percent Increase over the previous year	N/A		10.4%		8.6%		6.4%		7.3%	

*Includes salaries, operating, travel and capital outlay funds

SUBMITTED BY: Planning and Evaluation, CDE

FEDERAL APPROPRIATIONS FOR EDUCATION

FEDERALLY FUNDED PROGRAMS

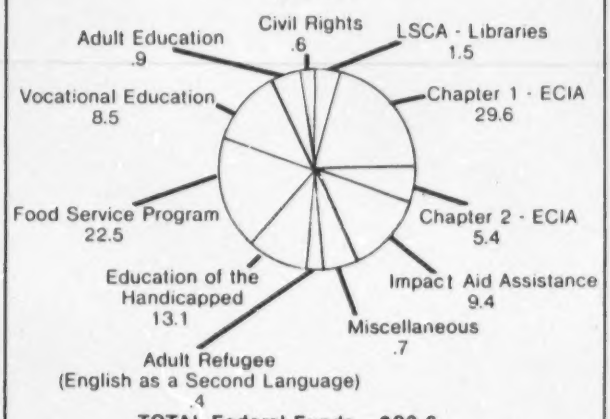
Federally funded programs administered by the Colorado Department of Education are intended to supplement state and local public education efforts. Each program responds to educational needs which Congress has determined to be a national priority.

FACTS

- The federal contribution for public education in Colorado declined 6.3 percent from $98.8 million in fiscal year 79-80 to $92.6 million in fiscal year 83-84.
- For the past five years, federal appropriations have not kept up with inflation. The school price index for this time period is over 43 percent while the federal contribution has decreased by 6.3 percent.
- Federal contributions have been further reduced through the establishment of the block grant concept (which consolidates categorical programs) called the Education Consolidation and Improvement Act. This act allocates fewer dollars through this block grant concept than had been allocated to the 28 individually funded categorical programs that now fall under the act.

In short, federal dollars allocated toward Colorado's educational efforts have declined in amount and in purchasing power.

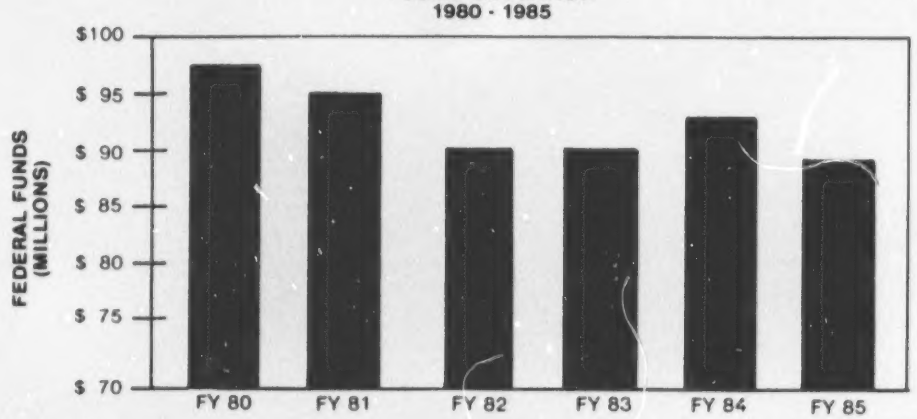
FEDERAL FUNDS ALLOCATED FOR PUBLIC EDUCATION IN FY 83-84


Adult Education .9
Civil Rights .6
LSCA - Libraries 1.5
Vocational Education 8.5
Chapter 1 - ECIA 29.6
Food Service Program 22.5
Chapter 2 - ECIA 5.4
Education of the Handicapped 13.1
Impact Aid Assistance 9.4
Miscellaneous .7
Adult Refugee (English as a Second Language) .4

TOTAL Federal Funds $92.6
(Dollars in Millions)

SUBMITTED BY: Accounting Unit, CDE; School Finance Unit, CDE; Vocational Education, State Board of Community Colleges and Occupational Education.

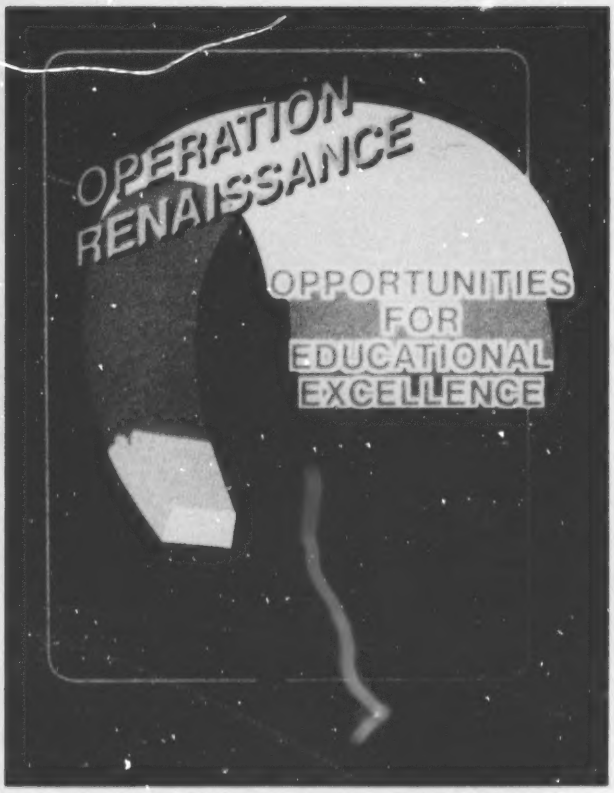
FEDERAL FUNDS ALLOCATED FOR PUBLIC EDUCATION 1980 - 1985



Percent increase (or decrease) over the previous year	23.8%	(2.2%)	(6.7%)	0%	2.8%	(2.8%)

SUBMITTED BY: Accounting Unit, CDE; School Finance Unit, CDE; Vocational Education, State Board of Community Colleges and Occupational Education.

SECTION IV: EDUCATIONAL DEVELOPMENTS AND ISSUES



OPERATION RENAISSANCE

Expanded efforts to achieve educational excellence for all Colorado students were the focus of the Colorado State Board of Education's project "Operation Renaissance". The project was undertaken, in part, to fulfill the board's legal obligation to appraise the schools of the state and to present recommendations to the governor and general assembly for improving education in Colorado. Operation Renaissance also responded to concerns raised in numerous national reports on the status of education.

Beginning in the spring of 1983, the state board adopted a series of activities designed to bring together educational practitioners, policy makers, private sector leaders and community representatives to examine Colorado's educational system and to make recommendations for improvement. The areas identified for review were based upon an analysis of data, opinion polls and recommendations presented to the state board at public hearings.

MAJOR OBJECTIVE: PUBLIC INPUT

A major objective of Operation Renaissance was to provide opportunities for the public to express concerns and respond to educational issues. Approximately 450 individuals participated in a series of nine regional forums conducted to obtain comments from citizens on needed improvements in education. Topics included school time, teacher preparation and compensation, graduation expectations, family/school relationships and the image of public schools. During the year, several state board meetings and statewide conferences served as sessions for additional discussion/debate of proposed changes and implementation strategies.

TASK FORCES FORMED

In the summer of 1983, the board appointed six task forces involving more than 160 persons from throughout the state and charged them with developing recommendations for action by the state board and local school districts. Task forces were appointed to examine issues related to the education profession, family and school, school time, foreign language, science and social studies. Task forces on English, mathematics and college expectations/remedial education had been formed earlier. The membership of the task forces included representatives from business and industry, the legislature, higher education, parents, educators, school board members and community officials. Each task force was provided with staff responsible for researching issues related to the task forces' charges.

RECOMMENDATIONS

Most recommendations submitted by the task forces were targeted to specific policy-making bodies -- the legislature, the state board and local boards of education.

- A number of bills related to educational quality were considered during the 1984 legislative session; several were prompted by Operation Renaissance task force recommendations.
- A series of rule-making hearings in the areas of school district accreditation, teacher certification and school finance will be a major focus of the state board in 1984-85.
- The priorities of the department of education for 1984-1985 identify a number of specific actions to be undertaken as a result of Operation Renaissance recommendations.
- A major thrust of the state board and the department will be to provide assistance to local school districts in implementing programs designed to achieve excellence.

Future activities include the formation of three additional task forces to examine the areas of special education, vocational education and school finance. These task forces have been charged with developing recommendations for needed changes in legislative, state board and/or local board policies.

TASK FORCES

ENGLISH: The task force recommended an array of studies to assist students in acquiring knowledge and skills in writing, language, literature, speaking and listening, reading, media and reasoning. A writing assessment model has been developed for use by local school districts.

MATH: To assist districts in examining their curriculum and establishing student competency expectations, the task force designated those math skills needed for high school graduation, general college entry and advanced math and science fields. A math proficiency examination has been developed.

FOREIGN LANGUAGE: The task force believes foreign language programs help students develop reasoning and problem-solving skills, basic skills proficiency, understanding of the native language and global understanding.

SCIENCE: The task force called for a multi-level approach to science education improvement and detailed actions needed at the state level, the district level and the school building level.

SOCIAL STUDIES: The report identified the knowledge, skills and attitudes critical to the development and implementation of effective social studies programs, plus several approaches to the structuring of K-12 social studies programs.

COLLEGE EXPECTATIONS/ REMEDIAL EDUCATION: The task force examined the role of remedial education in the higher education system and included specific curriculum recommendations for high school graduation and college admission.

EDUCATION PROFESSION: Recommendations focused on the need to improve the quality and status of professional educators including: attracting and retaining high quality personnel, improving teacher education and certification practices and recognizing/rewarding teacher performance.

FAMILY AND SCHOOL RELATIONSHIPS: The report suggested specific actions needed to improve student attitudes, homework quality, motivation, attendance, achievement, discipline and dropout prevention.

SCHOOL TIME: The report recommended policies and practices to make more effective use of the current school day and year, reviewed implications of a longer school day and year and examined the validity of state policy allowing alternative school calendars.

LEGISLATIVE ISSUES

In 1983, the quality of public education became a popular discussion topic for the media and educational task forces commissions. As a result, the 1984 legislative session considered numerous education bills. The majority of the bills introduced focused on three areas; educational quality, teacher/administrator quality and school finance. Below is a summary of issues considered in each of the three areas.

EDUCATIONAL QUALITY

- Establish a statewide proficiency examination for a high school diploma.
- Require an accountability committee to be established at the school building level.
- Require all school districts to develop discipline codes.
- Enforce the school attendance laws with the use of district appointed attendance officer.
- Require school districts to schedule 180 days of planned teacher/pupil instruction and be in session no less than 176 days versus the previous minimum of 172 days.
- Establish a committee to study the feasibility of state schools for the gifted and talented students.
- Establish programs to prevent student dropouts.

TEACHER/ADMINISTRATOR QUALITY

- Establish a computer literacy requirement for teacher recertification.
- Extend the teacher contract year by 10 days for staff and curriculum development.
- Revise the "Teacher Employment Dismissal and Tenure Act of 1967" to grant tenure only until July 1984.
- Repeal current recertification provisions and develop new provisions to require successful job performance for certificate renewal.

SCHOOL FINANCE

- Allow school districts to hold special elections to authorize an additional local property tax levy for their general fund, but not for the purpose of increasing their authorized revenue base.
- Empower the state board of education with the responsibilities and duties previously provided to the state school district budget review board.
- Limit the number of districts eligible to apply to the state board for increases in their authorized revenue base.
- Designate sales taxes for support of public schools.
- Divide the state into five geographic areas that have an equal number of students and calculate the authorized revenue base for each area.

OUTCOMES

By the end of the legislative session several major educational bills passed:

HOUSE - BILL 1430 alters the present school finance formula in minor ways, but allows school districts to either go directly to a vote of the people or appeal to the state school district budget review board (now the State Board of Education) for extra local tax increases. These increases can be equalized (partially reimbursed by state funds) if the school district is below the state average in per pupil expenditures.

SENATE - BILL 17 requires that school districts schedule 180 days of planned teacher/pupil instruction and teacher/pupil contact in order to be eligible for state school finance equalization funds, but permits school districts to hold only 176 of these days (and close 4) if it is necessary for students' health, safety, or welfare.

HOUSE - BILL 1338 requires the state board of education to promulgate rules for school districts relating to the planning, development, implementation and assessment of a certificated personnel performance evaluation system.

SENATE - BILL 200 permits school districts to have more than one salary schedule, thus legitimizing alternative salary schedules and pay plans using career ladders, master teacher programs and mentors.

SENATE - BILL 192 requires local school district attendance policies which will include definition of suspension and expulsion absences as "unexcused" and encourages local school district discipline codes. The new law would provide immunity to those carrying out such discipline, if done "in good faith".

HOUSE - BILL 1025 allows teachers and all certificated staff to earn recertification credit for participation in school improvement programs.

HOUSE - BILL 1321 requires local boards of education to provide inservice programs to teachers on the many aspects of child abuse and neglect.

COLORADO DEPARTMENT OF EDUCATION PRIORITIES 84-85

IN ADDITION TO THE ONGOING ACTIVITIES OF THE DEPARTMENT, THE FOLLOWING SPECIFIC PRIORITIES HAVE BEEN SET FOR THE 1984-85 FISCAL YEAR. These priorities are developed in response to educational issues identified by community members, parents, students, educators and numerous advisory groups.

STUDENT ORIENTED PRIORITIES

- Use the findings from the Employability Skills Project to establish the assessment of employment skills and the portfolio concept in approximately 25 high schools initially and in all high schools by 1988.
- Increase the educational opportunities for high achievers, gifted and talented students in 25 school districts. Encourage summer institutes for students to participate in challenging programs in areas such as math, science, creative writing, fine arts, and the great books.
- Decrease by 20 percent the student dropout rate in targeted school districts that have a dropout rate higher than the state average.
- Increase by ten percent student enrollment and educational program access for migrant children.
- Resolve issues of placements and appropriate educational programming for severely and profoundly handicapped youth.

PROFESSIONAL STAFF ORIENTED PRIORITIES

- Initiate those activities needed to implement new legislation concerning certificated personnel evaluation programs.
- Expand career and salary opportunities for teachers by assisting twelve school districts to explore and/or develop alternative salary policies.
- Assist in extending the Colorado Awards Program to at least ten additional communities and encourage the establishment of other teacher and staff recognition programs.
- Increase by 15 percent the representation of females in educational leadership positions.
- Analyze the current certification law and the preparation programs for teachers, administrators, and instructional support staff. Incorporate the proposed special education endorsement changes in this review. Prepare recommendations for the state board and, if necessary, the general assembly.
- Identify assessment methods needed to validate teacher and administrator competence prior to granting state certification.
- Promulgate rules and assist interested districts in developing school improvement programs for recertification credit.

SCHOOL AND SCHOOL DISTRICT ORIENTED PRIORITIES

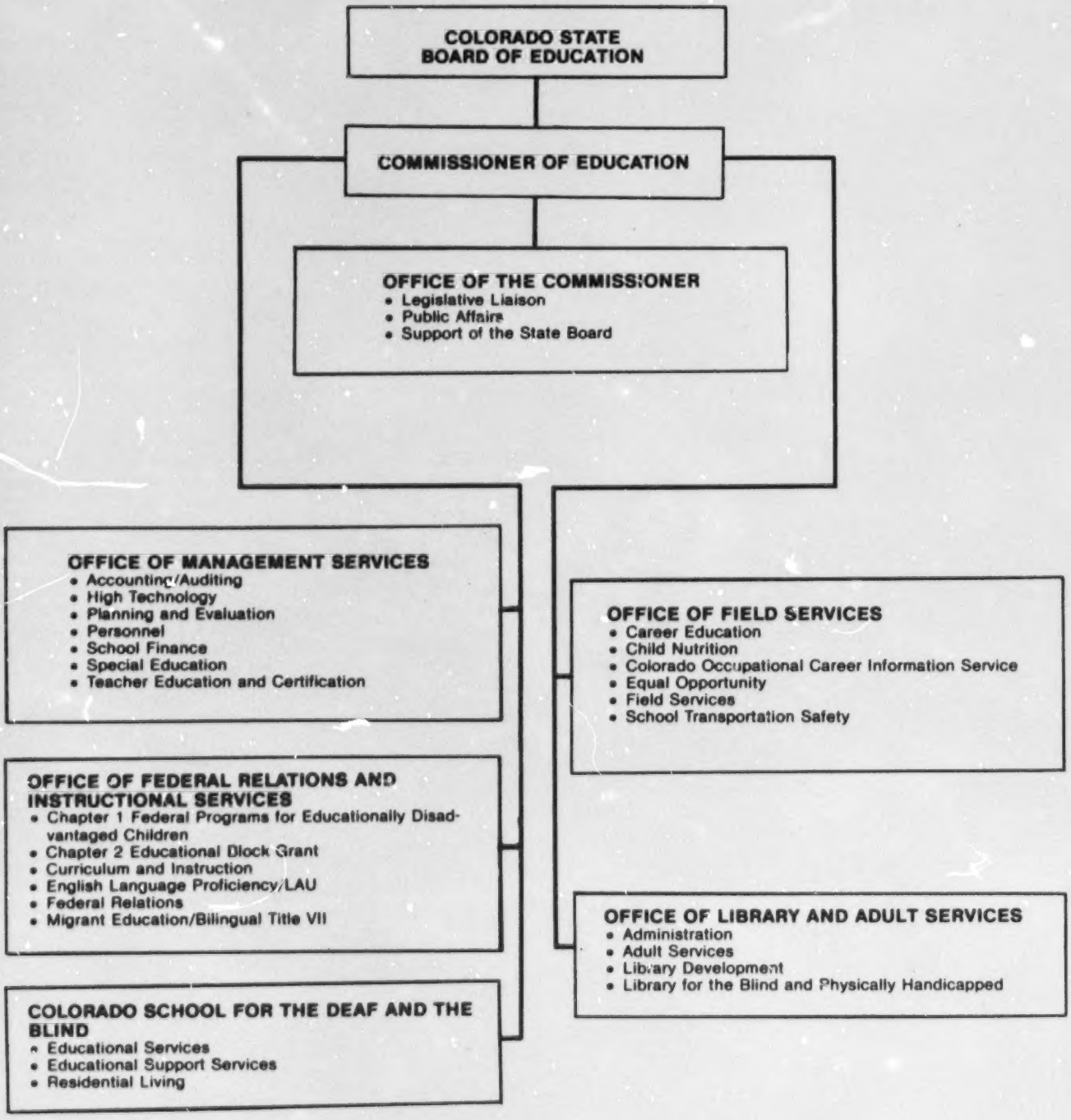
- Refine accreditation and accountability on-site visits and revise rules to emphasize school evaluation, planning, and reporting efforts to achieve self-correcting programs at district and school levels.
- Seek agreement on school district and state data to be collected and reported that monitors key educational quality factors necessary for effective school, district, and state planning.
- Continue to emphasize the school cluster concept that brings together staff representatives from approximately 100 schools to implement school improvement programs.
- In collaboration with institutions of higher education, develop an information system that reports to districts on the academic performance of first-year postsecondary students.
- Assist at least 45 school districts that wish to assess and modify curricula and/or graduation requirements.
- Seek to reduce state and higher education initiated interruptions of the school day.

SCHOOL FINANCE AND DISTRICT ORIENTED PRIORITIES

- Conduct a thorough analysis of the current school finance statutes, solicit public comment, and formulate recommendations for the legislative interim committee, the governor, and the general assembly.
- Review the organization of the state's 180 school districts and assist districts and other interested parties in examining possible alternatives.
- Collect and report school finance and other related data in an efficient and accurate manner using advanced technology.

STATE LIBRARY AND ADULT SERVICES ORIENTED PRIORITIES

- Promote the development of a Colorado adult literacy initiative.
- Increase participation in the statewide library network consistent with the recommendations of the telecommunications study.
- Initiate a series of "scholars in residence" programs to bring state-of-the-art information to Colorado librarians.
- Explore remedies to the lack of certification and recertification opportunities for school media specialists in Colorado.
- Utilize the ten-year anniversary of the creation of Regional Library Service Systems to review their history, assess progress, and develop a long-range plan for RLSS development.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COLORADO

COLORADO SCHOOL DISTRICT BOUNDARIES